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ABSTRACT

The Seneca Nation Educational Foundation has compiled this document for the Indian Youth of New York State who will graduate from high school in the next few years. Information relating to their future occupational and educational opportunities, such as lists of schools and scholarships of specific interest to Indian youth, is presented. Programs for work preparation, as well as curricula offered by New York State colleges, are discussed. Trends developing in regard to employment opportunities and practices are examined. (DB)

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RC003932

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TO OUR INDIAN YOUTH - GENERATION WITH A FUTURE

This booklet is an attempt to compile worthwhile and valuable knowledge for those who are and will be graduating from High School within the next few years. Within its covers are possible answers to many of your questions regarding your choice of life occupations, your choice of future educational opportunities or your choice as to whether you should complete your High School Education or be a drop-out.

These are facts and figures, impersonal and unbiased. They are not opinionated or are they theories. They cannot be misconstrued to represent anything but the opportunities that are available and are in demand. You might say, too, that they show a trend; a trend that is becoming more evident every year. This trend is simply -less and less job opportunities for the unskilled.

To prevent yourself from falling into the category, start preparing now. Time has a way in slipping by faster and faster the older you become. To prepare yourself does not necessarily mean to make up your mind as to what you want to be while you are still in Junior High or even Senior High School. It does mean though that you should make up your mind to set a general goal for yourself, such as finish High School with the best grades of which I am capable. This in itself will provide a solid spring board to help boost you to the next step where and when you do decide to make that decision.

If this booklet has contributed in some small way in helping each one of you plan for your future, then we will believe our effort in the preparing of this publication has been worthwhile.

William D. Bradt
Administrator
Seneca Nation Educational
Foundation

Through this booklet, we hope that you- as students will gain knowledge that will be useful to you in planning your future careers.

We hope that you - as parents - will encourage your children not only to continue school, but also to look into the future of eventual employment.

Through higher education, many doors of opportunity are opened - leading to professional and business careers.

October 1968 Maribel Printup
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Gowanda Central Schools

Mr. Dorner - New York State Deparment of Labor

Mr. Shannon - Guidance Counselor

Mrs. Vanetta - Cover & Illustrating (Allegany Reservation)

Thank you.

William D. Bradt
William D. Bradt
Administrator

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EMPLOYMENT

YOUR CHANCES ON THE LABOR MARKET OF WESTERN NEW YORK

FROM BLUE COLLAR TO WHITE COLLAR JOBS*

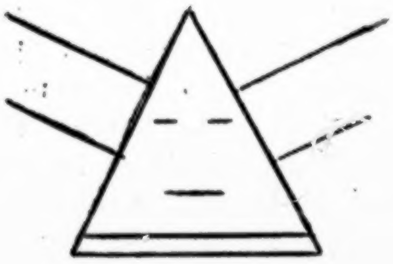
In the past, one needed only to grow up, and sometimes not even that, to be taken into a productive place in society. In our beginnings as primarily an agricultural Nation, security rested in self-supporting farm family with the children regarded as an economic asset. Later an expanding . industrial Nation provided a multitude of new kinds of jobs—many that did not require the worker to have an education or training.

This is no longer true. Today, highly specialized and swiftly advancing technology has created a very different situation. Youth generally go to work at a later age now, but enter a labor market where they must meet far more exacting requirements.

U.S. DEPARTMENT OF LABOR 1962

This occupational "revolution" is being accelerated by the rapid application of new technology to our methods of production. Bluntly, this means fewer people are required to produce goods. Nowhere is this more vividly illustrated than farming. Despite records crops in 1960, about 1.5 million fewer workers were needed in farm employment than in 1950. At the same time, workers on nonfarm payrolls rose by 9.2 million in the same decade.

The major sources of the increased employment were service-type activities-education, distribution, finance, business, and personal services. Jobs in agriculture, mining, and manufacturing remained relatively stable or declined. For the first time in the history of our country, more people were employed as professional, office, and sales workers than as manual workers. We had shifted from a blue-collar to a white collar society. Job projections for the next 10 years anticipate a continuation of this trend.



The problem of employment for youth is thus complicated by higher educational requirements, changing needs of employers, and declining opportunities in unskilled and semi-skilled types of work.

America has a tradition of moving forward. In the language of the economist we measure the achievement of a country by its gross national product. A gross national product of $750 billion is assumed possible by 1970 for the United States, an increase of $250 billion over the $500 billion in 1960. Two of the ingredients in the total effort needed to bring about this increase are hard work and a large supply of educated and trained manpower.

Youth power, we know, we have in quantity. The challenge to society is to develop the quality so that young people can assume their role in the ranks of skilled workers.

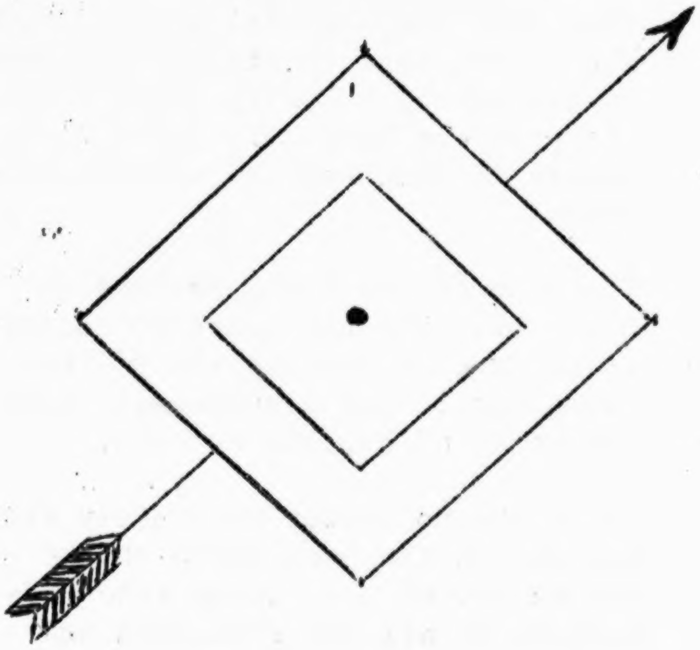
Where the youngster ultimately finds himself in the work world should be the result of his having taken advantage of all the education and training of which he is capable. Then he is equipped to perform at his maximum to make his fullest contribution as a worker, and feel satisfaction in self-fulfillment. On this basis, his job provides the dignity which all work should possess.

THE CHALLENGE OF JOBLESS YOUTH

Young people face a world of promise and unprecedented challenge.

They are confident, eager, and anxious to enter and to succeed in the adult world, as were their fathers and grandfathers. We must not allow this venturesome spirit to be dulled by the discovery that jobs do not exist, or that those that do are out of reach.

Young people today must be determined and adaptable if they are to fit into the rapidly changing world of jobs and careers. They must be much better prepared than were their elders. But many thousands of them lack an understanding of the preparation required. At the moment, for them the rewards lie behind an invisible curtain which, unaided, they cannot lift.



The challenge is not to youth alone, but to all of us. It is a challenge to our determination to conquer a fast-growing new problem with deep roots and many branches, and to our willingness to substitute new ideas for old habits and patterns.

New and stimulating policies for education and economic growth are in the responses of management and labor toward the hiring of youth. Youth itself must adopt new attitudes toward preparation and employment. Parents, teachers, and counselors can help young people look realistically at school and work opportunities. All of us must share with youth the sense of pride and responsibility that comes from doing well even the simplest job.

The facts are startling:

- During the school months of 1962 from 600,000 to 800,000 young people between 16 and 21 -- as many as the entire population of cities the size of San Francisco, St. Louis, or Boston-- were out of school and looking for jobs.

- About 1 in 6 of all the unemployed who are out of school are 16 - to 21 years old, although this age group makes up only about 1 in 14 of the Nation's labor force.

- Unemployment among teenage Negro youth is double that of white boys and girls.

- School dropouts suffer most from unemployment and have greater difficulty in finding work. Coupled with these sobering facts about the present is the even more disturbing outlook for the future. We face an unprecedented growth in the number of young people and a substantial reduction in the numbers of jobs open to youth.

- Twenty-six million boys and girls will leave school and seek jobs during the 1960's, 40 per cent than in the 1950's. By the late 1960's three million new young workers will enter the labor force each year.

- If our current rate of youth unemployment persists, as the youth population increases, by 1970 the number of unemployed youth will be close to 1½ million.

- Only about 1 in 10 boys now living on farms can expect to make an adequate living in agriculture.

- In the 1960's while the labor force is growing so rapidly, employment needs for unskilled workers will remain about the same and for farm-workers will drop about 20 percent. These occupations have always been an important source of beginning jobs for young men coming out of school. By contrast, jobs will rise by about 40 percent for professional and technical workers, and 20 percent for sales workers and for managers and proprietors.

- At the same time, more education and training is now required. The average professional or technical worker now has more than 4 years of college; clerical workers have more than a high school education.

The world confronting young people today is different from the world of their grandparents or

Before 1910 and even in the 1920's, many jobs were open to young people. Youths were needed on farms, were employed in local distribution and service trades, in factories, shops and even mines. Nearly everyone could count on finding a job he could do with relatively little schooling.

These conditions no longer prevail. Our living and working standards as well as our job requirements now impose greater demands.

Automation, mechanizations, and scientific advances are causing many unskilled jobs to disappear. Today's and tomorrow's jobs require higher skills, more maturity and judgement, and more experience.

More and more workers, both blue collar and white collar, are finding that their occupations differ materially from those of a decade ago. Most workers of a previous generation could expect, after learning a trade, to follow that trade as a life's work. Today, retraining and re-education are being demanded.

The armed forces still provide training and education for substantial numbers of young men but in smaller numbers than formerly. Also, they take considerably fewer of those who score very low on the qualification test.

PRESIDENT'S COMMITTEE ON YOUTH EMPLOYMENT

EXAMPLES OF PROGRAMS TO HELP YOU PREPARE-

OFFICE OF ECONOMIC OPPORTUNITY
PUBLIC AFFAIRS, WASHINGTON, D.C.

PROJECT HEAD-START
Provides financial support (90% federal funds) for communities to organize and operate pre-school programs which create an environment to develop children to their full potential. Programs should be designed to: improve the health and physical abilities of poor children, develop their self-confidence and ability to relate to others, increase their verbal and conceptual skills, involve parents in activities with their children, provide appropriate social service for the family.

VISTA VOLUNTEERS (Volunteers in Service to America)
Provides an opportunity for those, 18 and over, to join the War on Poverty, Volunteers will work with migrant laborers, on Indian reservations in urban and rural community action programs, in slum areas, hospitals, schools and in institutions for mentally ill and retarded. Period of service one year. Volunteers will receive a living allowance and $50 a month. Plans call for 5,000 VISTA volunteers. Write VISTA Volunteers, Office of Economic Opportunity, Washington, D.C.

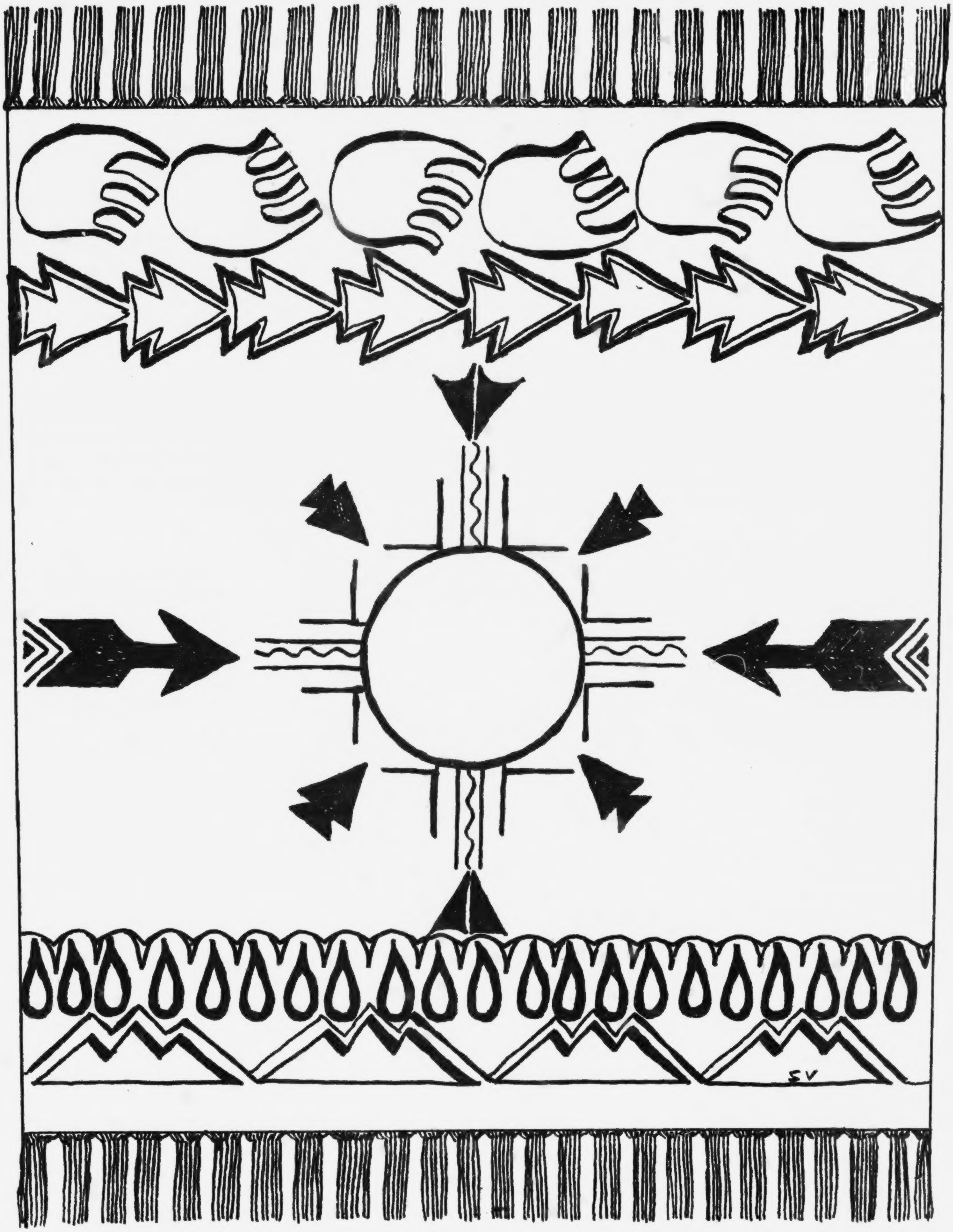
A WORK EXPERIENCE PROGRAM
Provides funds for projects to help unemployed fathers and other needy persons to gain work experience and job training. Directed primarily toward jobless heads of families in which there are dependent children. Write: Commissioner, Welfare Administration, Health Education and Welfare, Washington, D.C.

LEGAL AID
For those who are in need of legal assistance Free Legal Aid Society, Buffalo, New York

THE NEIGHBORHOOD YOUTH CORPS
Provides full--or part-time work experiences and training for youths, 16 through 21, enabling them to stay in or return to school, or increase employability. Can be carried out by agency of State, local government, or nonprofit organization. Will place youngsters in work in hospitals, settlement hourses, schools, libraries, courts, parks and playgrounds.

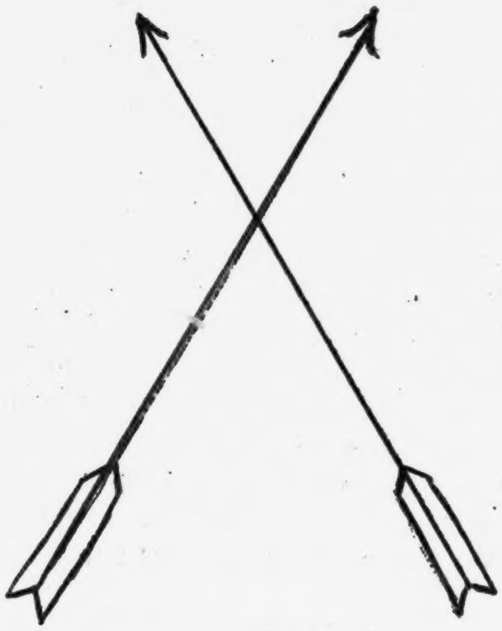
THE WORK STUDY PROGRAM
Provides provides part-time employment of college, university students from low-income families. On campus jobs to include dormitory and plant maintenance, food service, clerical work, library indexing, lab assistance, and others. Off-campus employment, conducted under agreement with public or nonprofit organizations, will place students as tutors, youth workers, recreation leaders, community services aides. Write: Commissioner of Education, Health, Education and Welfare, Washington, D.C.

COMMUNITY ACTION PROGRAMS.
Provides financial support for local anti-poverty campaigns in urban and rural areas, on Indian reservations and among migrant workers. Possible projects in local anti-poverty programs include: remedial reading, literacy instruction, job training, employment counseling, homemaker



Bounty + Happiness (Rug Hanging)

services, job development, vocational rehabilitation, health services, among others. Will enable communities to attack the network of problems with network of positive, varied, coordinated programs. Federal assistance depends on community's determination to (1) mobilize its own public and private resources, (2) develop programs of sufficient scope and size that promise to eliminate the causes of poverty, (3) involve the poor themselves in developing and operating the anti-poverty program, and (4) administer and coordinate the community action programs through public or private non-profit agencies, or a combination of these. Federal government to pay up to 90 percent of cost of local programs in first two years; after that assistance on 50-50 matching basis. Write: Community Action, Office of Economic Opportunity, Washington, D.C.



SUMMER SCHOOL OF HOTEL AND RESTAURANT ADMINISTRATION

The Summer School of Hotel and Restaurant Administration is for the men and women who work in hotels and restaurants. It is for managers, cooks, bellmen, clerks, porters, or maids. If you have worked in a hotel or restaurant you can have a chance to get the benefits of Cornell's excellent hotel school. The courses are short. You can take them during your summer vacation. You do not have to take entrance examinations. High School graduation is not required. Tuition is low.

You may start on June 26 or on any Monday after that. You may come for just one week. You may come for two or three weeks, or you may stay through the entire seven weeks.

Thus, if you are a restaurant manager or employee, and you want simply a short refresher course, you can come for the two weeks beginning July 24 to attend Professor Bernatsky's course in Restaurant Management. If you can spare more time, you can come earlier and get Professor Wanderstock's courses in Menu Planning and Meat, Poultry, and Fish or the courses in Sanitation and Personnel Methods.

Or if you are more interested in the front of the house, you could come on July 3 for Victor Grohmann's Advertising course, followed by Hotel-Motel Operation and Harold Lane's Personnel Methods. The one-week course in the Interpretation of Hotel and Restaurant Financial Statements beginning August 7 also would be of interest.

HIGH SCHOOL & COLLEGE PROGRAMS

ABC PROGRAM (a better chance)

ABC is not just "one summer of happiness" nor is it a brief interlude of enrichment from which youngsters return to their homes and the surroundings which have kept them realizing their potentials. It is a serious, hard-driving program of instruction in English and mathematics and (for those who especially need it) corrective attention to reading skills. Each boy comes to Dartmouth after having been granted admission with scholarship aid to a preparatory school contingent upon satisfactory work in the eight-week program at Hanover. Thus an ABC boy looks ahead toward completion of his schooling in a new setting, one which will tax his abilities heavily but offers him the opportunity to proceed with his abilities heavily but offers him the opportunity to proceed with his studies at a faster, more intensive more challenging pace, and, hopefully, to bid successfully for admission to college.

To put Project ABC in perspective one must know of the Independent Schools Talent Search Program, established in 1963 by the headmasters of twenty-one independent boarding schools. The headmasters of these schools had long been concerned by the fact that innumerable children in disadvantaged homes and over-taxed schools had talents which were going to waste in a period when those talents should be developed for their own sakes as well as for the nation's. The Talent Search Program has grown to include over 100 schools from Maine to California.

THE STUDENT:

Just what kind of boy is picked from the crowd to go into ABC and from thence to a preparatory school?

He is a risk, no question. But he is not a drop-out, not a juvenile delinquent, not a boy irretrievably lost in private wars with parents, schools, other races that may encircle his neighborhood.

Stated more positively, he is one reared in circumstances approaching poverty, or poverty unqualified. He has been educated in schools not equipped to do much more than a skimpy job and encourage learning by rote rather than the achievement of understanding. He is likely to be Negro since (as he knows all too w well) Negroes in general have been denied opportunities in education, and have been at the bottom of the heap, in the social and economic sense, since the days of the slave trade. If he is not Negro, he is likely to be a Puerto Rican or an Indian. And if he is not one of these minorities, he is none-the-less clearly one of the estimated fifth of our population whose lives are stunted by cultural, economic and educational deprivation.

He is ambitious. He wants to make something of himself. He wants to learn. He is curious about many things. He approaches ABC with conflicting emotions, because he has been faced with the choice between amilieu full of strangers, new customs, new requirements, new dialects--and the familiar, predictable backdrop of home.

There is, indeed, "no place like home" however great its deficiencies may be.

He has hoped for change, or at least we hope so; it is always possible that an ambitious mother or father may have pushed him too hard.

Mostly he comes from cities. He is wholly aware of racial tensions which cloud the American scene, and may harbor the suspicion that ABC has a hidden price tag. He finds it hard to believe that someone is offering him a ten thousand dollar education "for free."

He likes sports, especially basketball. He is less enthused by games like soccer, which is likely to be a new experience. Some are musical, or interested in the arts, performing or creative.

He likes girls most of all, and complains loudly about their absence from the program.

He also complains vociferously about the quality of institutional cookery, the limited free time, and, most of all, the scheduled daily life wherein one must go to bed on time, get up on time, and so on *ad infinitum*. To him this sort of life seems at first an intolerable kind of regimentation, infringing, as it does on his freedom to go and come as he pleases.

But he has a sense of humor, which occasionally saves the day and adapts, after some struggle to a new way of life.

SEEK COUNSELING AND INFORMATION CENTER
of the State University of New York,
1300 Elmwood Avenue, Buffalo, New York
14222

Seek needs your Help

SEEK (Search for Education, Elevation, and Knowledge) is an equal educational opportunity program financed by the State of New York and implemented through the State University College at Buffalo. Its purpose is to provide a chance for high school graduates from poverty neighborhoods to be prepared, stimulated, tutored, and financially helped to get into the mainstream of college education at one of the State University of New York at Buffalo (U.B.) Erie County Technical Institute, and Niagara County Community College.

SEEK'S program is especially for those high school graduates from identified poverty areas who would not have been admitted into college on the basis of their marks in high school or because of lack of finances but who never-the-less have the potential for college in terms of basic mental ability and motivation. Eligible are graduates from high school within the last ten years who reside in a poverty area and who have had no prior enrollment at college.

The SEEK program to be conducted at State University College Buffalo, starting in September 1967 will enroll approximately 120 full and 130 part time students. SEEK students will be given special courses, special teachers, special tutoring, free books, and modes financial support adjusted to minimum needs. As they gradually overcome the handicaps of a deadening environment in High School and attain an operating level equal to that of regular students, they will be phased into the regular college program at one of the four cooperating units of the State University.

Eligibility Requirements

By legislative mandate, applicants for admission to the SEEK program must meet the following requirements:

1. [illegible] a New York State High School graduate within the last ten years.

2. Live in a defined poverty area within Erie or Niagara County & Seneca Indian Reservation.

3. Be a citizen of the U.S. or have filed a Declaration of Intent.

4. Be entering college for the first time (no prior College experience).

5. Be highly motivated to attend college.

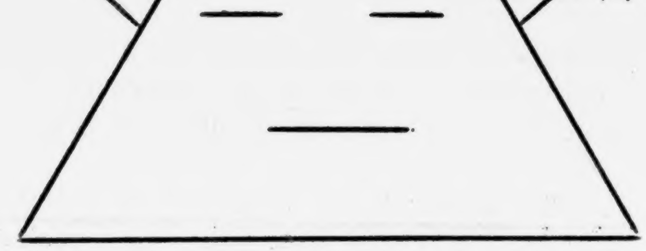
6. Possess the potential to succeed in college (please give serious considation to this key requirement) to avoid disappointing candidates.

7. Be willing to make the sacrifices necessary.

There are no restrictions whatsoever regarding age, sex, race, color, religion, marital status, or national origin so long as other qualifications are met.

Student Benefits

SEEK Students will pay no tuition or fees at the State University Units cooperating in the program. Students will in addition, receive free textbooks and in some cases financial assistance based upon minimum needs.



UPWARD BOUND

The War on Talent Waste

"I could have done better work than I did, if I had tried. I didn't want to get to like everyone too much but I did it accidentally. I got to like you a lot, so I tried to act like I didn't. You are the kind of teacher I would like to be if I ever get to be a teacher. This year I am getting another job. I already have one as a teacher's helper but I want another so I can save some money for college....I'm determined to go to college no matter what happens. I hope you forgive me for the way I acted."

What is it

Upward Bound is a pre-college program, for secondary school students, involving a full-time summer program, and follow up programs during the regular school year to keep them college-bound. Upward Bound seeks to find and redirect secondary school students with potential who have been handicapped by economic cultural and educational deprivations. It seeks to rescue the youngster whose directed against society, unless he can be motivated to apply his talents and energies constructively.

Dr. Richard T. Frost, Director of Upward Bound, believes this program must offer youngsters more than "just one summer of happiness." Educational institutions are expected to plan programs that involve students for the full year and for all remaining years before college entrance.

Upward Bound faculty work closely with secondary school teachers and Community Action Agencies in providing continuing motivation for the Upward Bound student during the regular school year.

Special classes are held on weekends or after school, undergraduate tutors conduct field trips and Upward Bound teachers consult with secondary teachers and counselors on the progress of Upward Bound students. To maintain a sense of identity with the college-bound group, students return to the college campus for weekend seminars or holiday visits. Upward Bound institutions plan to organize advisory councils which will reflect the interests of the entire community being served.

At New York University, where the lowest achievers from the New York public school system were placed in a five-year teacher education course, the median increase in reading levels was 2½ years after only eight weeks. At the University of Oregon, a boy who had test scores bordering on the retarded level all the way through high school, was discovered to have exceptional mathematical ability. He quickly mastered college calculus, his I.Q. has jumped more than 30 points and he is now tutoring other Upward Bound students in mathematics. Another junior high student who had repeated brushes with juvenile authorities and was about to be sent to reform school was accepted by the Independent Schools Talent Search Program at Dartmouth College and is now on the honor roll at one of the leading private preparatory schools.

What happens in Upward Bound?

What turns an underachiever into a promising student? This is the indefinable ingredient that Upward Bound seeks. It may be sudden discovery of a talent and encouragement to develop that talent. It is in most instances the realization by the student that he can succeed if he tries.

While the specifics of curriculum are left to the institution running the program most have concentrated on the all-important communication skills-reading, writing, developing thought and study processes and the ability to communicate ideas.

Summer residential programs are approximately eight weeks in length, with graduate and undergraduate college students serving as counselors and tutors.

Programs generally include a morning of academic work, afternoon and evenings devoted to extracurricular activities, such as art and drama workshops, journalism, foreign. languages, concerts field trips to museums, theaters historical sites, parks, local business or government agencies.

Free time, book discussions or bull sessions, with the students directing the course of conversation, are an important part of instilling self-confidence.

One boy's admission points up the value of residential, cultural and recreational activities for disadvantaged youth. "Before this program I had never seen a baseball game, I'd never seen a good movie like that of My Fair Lady.

I'd never before seen or attended an outdoor concert, which I truly enjoyed. All this really amazes me because I thought I was one who got around. And I can think of other kids like myself or even worse, who haven't seen or been exposed to anything."

SENIOR SCHOLARSHIP GUIDELINE

The following suggestions will aid you in seeking out possibilities of scholarship assistance. Many scholarships are available to the seeker outside the regular high school scholarship program. In most cases these opportunities are competitive. Your records here in school or community will stand as evidence for the initial selection process. Additionally you will be required to take tests and interviews. Do not be misled into thinking scholarships are for the asking or grow on trees. Also remember that some scholarships have catches to them. Read the fine print. You might be obligated.

1. Check the catalogues of various schools and colleges of your interest under "Scholarship Aid". They, each and everyone, will tell you what is available and how to apply. You must be acceptable, of course, so check entrance requirements first.

2. Ask you Mom or Dad, if both work, about their employer's scholarship opportunities. Many businesses and companies have scholarships available for sons and daughters of employees.

3. If Dad belongs to a Union (Mom could be too, if she is employed) ask him about the Union's scholarship opportunities. Many unions have excellent scholarship funds for children of their members in good standing.

4. Does Dad belong to a club organization (Mom, too)? This is another possibility. Many large organizations or groups provide scholarship opportunities, Masons, Knights of Columbus, Elks, etc., and Fraternal organizations of many kinds.

6. National Competition through programs such as NMSQT (National Merit Scholarship Qualifying Tests) and PSAT (Preliminary Scholastic Aptitude Tests) are available.

7. Guidance Office bulletin boards or counselor's files are sources.

8. Some Companies (businesses) and professional societies offer scholarships, incentives, or inducements to obtain people for their futures - especially when interest in that field of work seems slackening. Sometimes government agencies offer (when candidates are scarce) opportunities.

9. Your school may have one or more small scholarships available - a buck is a buck. What have you got to lose.

10. Army, Navy and Air Force have programs of financial aid but with an obligation to that service when completed. All the academies are totally free - if you are interested in trying, see your local recruiter in the branch of your interest.

11. Many large chain stores (or merchants) offer possibilities. Keep alert to your local newspapers and magazines for articles also for contests.

12. Many schools offer work scholarships. This may be a means, but not advocated the first year.

. There are more possibilities. A good searcher may turn up many more in a good city library scholarship file. If you earnestly start working on these suggestions you are bound to turn up more. Good luck!

Walter Shannon, Guidance Counselor

SCHOLARSHIPS

THE FOLLOWING IS A LIST OF SCHOLARSHIPS AVAILABLE TO YOU. IN MANY INSTANCES YOU MUST BELONG TO A PARTICULAR TRIBE OR CHURCH TO QUALIFY, WHILE SOME ARE LIMITED TO PARTICULAR AREAS OF THE COUNTRY. YOU WILL FIND THAT OTHERS ARE LIMITED TO STUDENTS RESIDING ON A RESERVATION, AND IN ALMOST EVERY INSTANCE YOUR HIGH SCHOOL ACADEMIC AND PERSONAL RECORD WILL BE DETERMINING FACTOR AS TO WHETHER OR NOT YOU ARE ELIGIBLE TO RECEIVE THE SCHOLARSHIP. THESE ARE OUTRIGHT GRANTS, AND DO NOT NEED TO BE REPAID.

I. UNITED SCHOLARSHIP SERVICE, INC.
1452 PENNSYLVANIA STREET
DENVER, COLORADO 80203
Re: Tillie Walker

The United Scholarship Service offers scholarships each year to college and secondary school students of American Indian descent. Applications may be obtained by the student from the above address. Secondary students must request information prior to November 15 of the year preceding admission, and all applications must be completed by April 1.

2. UNITED STATES DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
BRANCH OF EDUCATION
WASHINGTON, D.C.

The Department of the Interior published what is considered to be the best single reference for scholarships available from colleges, universities, churches and technical schools. It also lists loans and working scholarships available to Indian students. This booklet, Scholarships for American Indian Youth, can be obtained by writing to

PUBLICATIONS SERVICE
HASKELL INSTITUTE
LAWRENCE, KANSAS

3. NEW YORK STATE AID FOR INDIAN STUDENTS

The State of New York provides scholarships of up to $1000 per year for Indian students who reside on a Reservation. The scholarship must be used in any school approved by the University of the State of New York. Applications can be obtained from

MR. HAROLD SEGERSTROM
THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY SUPERVISION
ALBANY, NEW YORK

4. SENECA NATION EDUCATIONAL FOUNDATION SCHOLARSHIPS

Scholarships of up to $2,000 per year available to enrolled Seneca Indian students. May be used to any approved school in the country. Amount of scholarship depends upon need of student. For more information write:
MR. WILLIAM D. BRADT, ADMINISTRATOR
MRS. MARIBEL PRINTUP, CHAIRMAN
SENECA NATION EDUCATIONAL FOUNDATION
BOX 350, SALAMANCA, NEW YORK 14779

5. New York State
1) Regents College Scholarship
Scholarship Incentive Program
Basic Nursing Scholarship

In order to qualify for any of the above mentioned scholarships, you must take the Regents Scholarship and College Qualifying Examination which is offered to you early in your senior year of high school.

2) Regents College Teaching Fellowship Program.
Regents Examination and Scholarship Center, State Education Department
Albany 1, New York.

3) STUDENT LOANS
HIGHER EDUCATION ASSISTANCE CORPORATION, 111 WASHINGTON AVENUE,
ALBANY, NEW YORK

4) NATIONAL DEFENSE STUDENT LOAN PROGRAM
U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON, D.C.

5) SCHOLARSHIPS FOR CHILDREN OF VETERANS
EDUCATION & SCHOLARSHIP CHAIRMAN
AMERICAN LEGION POST
BUFFALO, NEW YORK

6) SONS OF THE AMERICAN REVOLUTION
JAMES B. GARDINER
15 PINE STREET
NEW YORK 5, NEW YORK

7) DAUGHTERS OF THE AMERICAN REVOLUTION
MRS. ARTHUR SMITH 59A LOCUST AVENUE
NEW ROCHELLE, NEW YORK

8) DAUGHTERS OF AMERICAN REVOLUTION
MRS. ERWIN F. SELMES
1776 D. STREET N.W.
WASHINGTON, D.C.

9) COLONIAL DAMES OF AMERICA (NURSING)
MRS. FRANK BISBEE
2715 Q STREET N.W.
WASHINGTON, D.C.

10) FOUNDATION FOR HIGHER EDUCATION OF AMERICAN INDIANS
P.O. BOX 674, FLAGSTAFF, ARIZONA

11) MASSACHUSETTS INDIAN ASSOCIATION
MRS. MARY SUTTON RAMSDALL
85 SUTTON HALL ROAD
NORTH ANDOVER, MASSACHUSETTS

12) SCHOLARSHIPS FOR AMERICAN INDIAN YOUTH BY A.M. FINLEY 1963

RESOURCE AGENCIES - PEOPLE BELOW IS A LIST OF AGENCIES WHICH OFFER INFORMATION, SCHOLARSHIPS, AND LOANS TO INDIAN STUDENTS.

1. BUREAU OF INDIAN AFFAIRS
U. S. DEPARTMENT OF THE INTERIOR
BRANCH OF EDUCATION
WASHINGTON, D.C.

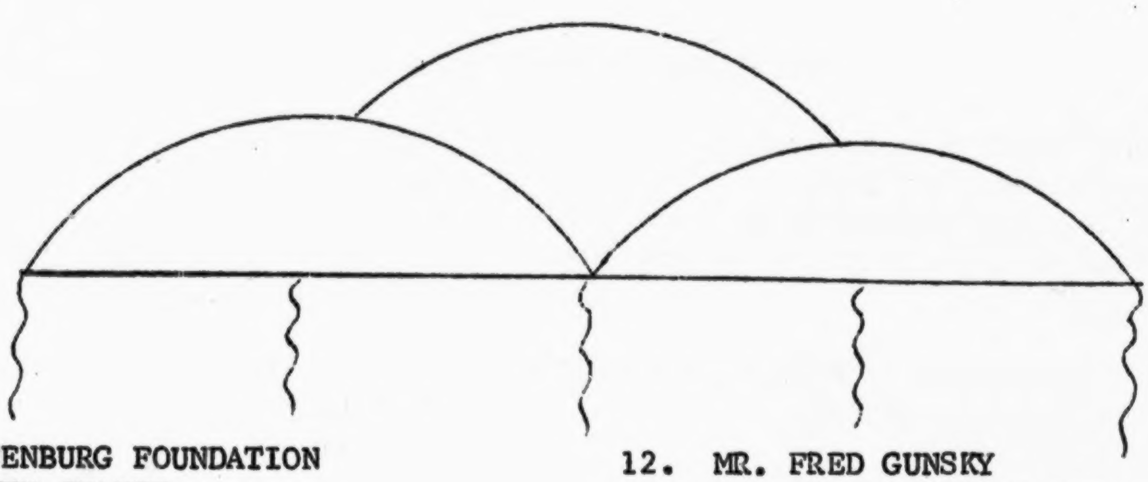
2. MASSACHUSETTS INDIAN ASSOCIATION
MRS. MARY SUTTON RAMSDELL
85 SUTTON HALL ROAD
NORTH ANDOVER, MASSACHUSETTS

3. UNITED SCHOLARSHIP SERVICE
MISS TILLIE WALKER, FIELD DIRECTOR
ROOM 30
1452 PENNSYLVANIA STREET
DENVER, COLORADO

High School, college and summer school scholarships. April 1 deadline for applications for college for High School November 15 for following year.

4. SENECA NATION EDUCATIONAL FOUNDATION
MRS. MARIBEL PRINTUP, CHAIRMAN
BOX 500
SALAMANCA, NEW YORK
(up through Master's Degree for enrolled Seneca's only)

5. NEW YORK STATE INDIAN AID
MR. HAROLD SEGERSTROM
SUPERVISOR OF ELEMENTARY EDUCATION
STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224
(Up to $1,000 per year to residents of reservation to attend N.Y.S. Colleges, 4 years maximum)



6. THE ROSENBURG FOUNDATION
MRS. RUTH CHANCE
210 POST STREET
SAN FRANCISCO, CALIFORNIA

7. THE INDEPENDENT SCHOOLS TALENT SEARCH PROGRAM

(ABC & ISTSP - SUMMER SCHOOL YEAR FOR FOR HIGH SCHOOL STUDENTS.

8. PETER DOCTOR
MRS. PAULINE SENECA
IRVING, NEW YORK
($250 - $300 Loans)

9. JOHN R. HATHORN
OFFICE OF COORDINATOR OF INDIAN AFFAIRS
NEW YORK STATE DEPARTMENT OF SOCIAL WELFARE, 112 STATE STREET, ALBANY, N.Y.

10. EDMUND JEMISON
SUPERVISOR OF INDIAN AFFAIRS
DEPARTMENT OF SOCIAL WELFARE
12 NORTH DIVISION STREET
BUFFALO, NEW YORK

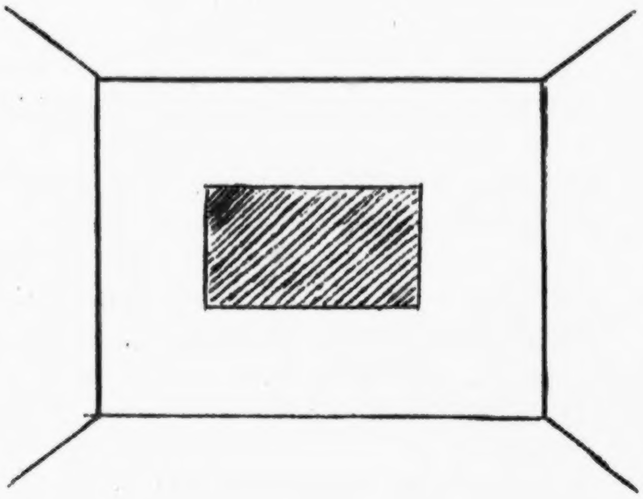
11. CALIFORNIA AMERICAN INDIAN HISTORICAL SOCIETY
MR. RUPERT COSTO
206 MIGUEL STREET
SAN FRANCISCO, CALIFORNIA

(workshop for teacher and school administrator)

12. MR. FRED GUNSKY
CALIFORNIA LEAGUE FOR AMERICAN INDIANS
2160 LAKE STREET
SAN FRANCISCO, CALIFORNIA

13. BANK STREET COLLEGE OF EDUCATION
69 BANK STREET
NEW YORK, N.Y. 10014

14. MR. WESLEY HUSS
INTERTRIBAL FRIENDSHIP HOUSE
51 9th STREET
OAKLAND, CALIFORNIA



ADDITIONAL SCHOLARSHIPS & ADDRESSES

1. Regents College Scholarships
2. Scholar Incentive Program
3. Basic Nursing Scholarships
4. Regents College Teaching Fellowship Program

REGENTS EXAMINATION & SCHOLARSHIP CENTER
STATE EDUCATION DEPARTMENT
ALBANY 1, NEW YORK

NEW YORK STATE STUDENT LOANS PROGRAM
HIGHER EDUCATION ASSITANCE CORPORATION
111 WASHINGTON AVENUE, ALBANY 10, N.Y.

NATIONAL DEFENSE STUDENT LOAN PROGRAM
U.S. DEPT. OF HEALTH, EDUCATION & WELFARE
WASHINGTON, D.C.

STATE AID FOR INDIAN STUDENTS ON RESERVATIONS
HAROLD SEGERSTROM, CHAIRMAN
INDIAN STUDENT AID DIVISION
NYS DEPT. OF EDUCATION, ALBANY, N.Y.

SCHOLARSHIPS FOR CHILDREN OF VETERANS
EDUCATION AND SCHOLARSHIP CHAIRMAN
AMERICAN LEGION POST, BUFFALO, N.Y.

NATIONAL MERIT SCHOLARSHIP PROGRAM
GUIDANCE DIRECTOR ((TEST SCORES)

GENERAL MOTORS SCHOLARSHIP PROGRAM
GUIDANCE DIRECTOR (TEST SCORES)

GENERAL FEDERATION OF WOMAN'S CLUBS
MRS. STEPHEN J. NICHOLAS, EXEC. SECRETARY
1734 N. STREET, N.W.
WASHINGTON 6, D.C.

SONS OF THE AMERICAN REVOLUTION
(NEW YORK STATE SOCIETY)
JAMES B. GARDINER, PRESIDENT
15 GRAMERCY PARK SOUTH
NEW YORK, NEW YORK 10003

COLONIAL DAMES OF AMERICA. (NURSING)
MRS. JAMES WENDELL, PRESIDENT
2715 Q STREET, N.W.
WASHINGTON, D.C.

DAUGHTERS OF AMERICAN REVOLUTION
(NEW YORK STATE)
MRS. MARGARET DODDS, STATE CHAIRMAN
AMERICAN INDIAN COMMITTEE
14 CRYSTAL ST., HARRISON, NEW YORK

DAUGHTERS OF AMERICAN REVOLUTION
(NATIONAL)
MRS. ARTHUR M. SMITH, VICE_CHAIRMAN
AMERICAN INDIAN COMMITTEE
MENANTIC RD., SHELTER IS. HEIGHTS, N.Y.

UNITED SCHOLARSHIP SERVICE FOR AMERICAN INDIANS
MISS TILLIE WALKER, FIELD DIRECTOR
1452 PENNSYLVANIA STREET
DENVER 3, COLORADO

MASSACHUSETTS INDIAN ASSOCIATION
MRS. MARY SUTTON RAMSDELL
85 SUTTON HILL ROAD
NORTH ANDOVER, MASSACHUSETTS

ASSOCIATION ON AMERICAN INDIAN AFFAIRS
ALDEN STEVENS, SECRETARY
475 RIVERSIDE DRIVE
NEW YORK 27, NEW YORK

PETER DOCTOR SCHOLARSHIP FOUNDATION
MRS. SILAS KING
4731 GARLOW ROAD
NIAGARA FALLS, N.Y.
14304

FOUNDATION FOR HIGHER EDUCATION OF AMERICAN INDIANS, INC.
SENECA NATION EDUCATIONAL FOUNDATION
MRS. MARIBEL PRINTUP, CHAIRMAN
BOX 350, SALAMANCA, NEW YORK 14779

SOCIETY OF FRIENDS
THEORDORE HETZEL
160 NORTH 15th STREET
PHILADEPHIA, PENNSYLVANIA

WORK-STUDY PROGRAM
CONSULT COLLEGE

FELLOWSHIPS:

JOHN HAY WHITNEY FOUNDATION
111 W. 50th STREET
NEW YORK 20, NEW YORK

INSTITUTES & JUNIOR COLLEGES

COMMUNITY COLLEGES
SEE YOUR GUIDANCE DIRECTOR

NEW YORK STATE INSTITUTES
SEE YOUR GUIDANCE DIRECTOR

CHILOCCO INDIAN SCHOOL
CHILOCCO, OKLAHOMA

HASKELL INSTITUTE
LAWRENCE, KANSAS

INDIAN SCHOOL OF PRACTICAL NURSING
1015 INDIAN SCHOOL ROAD, N.W.
ALBUQUERQUE, NEW MEXICO

INSTITUTE OF AMERICAN INDIAN ART
SANTA FE, NEW MEXICO

PRIVATE ACADEMY SCHOLARSHIPS
MISS TILLIE WALKER, FIELD DIRECTOR
1452 PENNSYLVANIA AVENUE
DENVER 3, COLORADO

COLLEGES - FULL OR PART SCHOLARSHIPS

(If accepted at any college, the applicant should inquire re. Scholarship Aid for Indians)

ALLEGANY COLLEGE
MEADVILLE, PENNSYLVANIA

ALFRED UNIVERSITY
ALFRED, NEW YORK

ANTIOCH COLLEGE (Interracial)
YELLOW SPRINGS, OHIO

UNIVERSITY OF ARIZONA
TUCSON, ARIZONA

BACONE COLLEGE
MUSKOGEE, OKLAHOMA

BLADWIN WALLACE COLLEGE
BEREA, OHIO

BARD COLLEGE
ANNANDALE, NEW YORK

BELOIT COLLEGE
BELOIT, WISCONSIN

BRIGHAM YOUNG COLLEGE
SALT LAKE CITY, UTAH

BROWN UNIVERSITY
PROVIDENCE, RHODE ISLAND

BRYN MAWR COLLEGE
BRYN MAWR, PENNSYLVANIA

BUCKNELL UNIVERSITY
LEWISBURG, PENNSYLVANIA

UNIVERSITY OF BUFFALO(ALEXANDER)
BUFFALO, NEW YORK

CARLETON COLLEGE
NORTHFIELD, MINNESOTA

UNIVERSITY OF CHICAGO
CHICAGO 37, ILLINOIS

CLARKSON COLLEGE OF TECHNOLOGY
POTSDAM, NEW YORK

COLGATE COLLEGE
HAMILTON, NEW YORK

UNIVERSITY OF CONNECTICUT
SLORRS, CONNECTICUT

CORNELL UNIVERSITY (HATCH)
ITHACA, NEW YORK

DARTMOUTH COLLEGE
HANOVER, NEW HAMPSHIRE

DEFIANCE COLLEGE
DEFIANCE, OHIO

SARAH LAWRENCE COLLEGE
BRONXVILLE, NEW YORK

SPRINGFIELD COLLEGE
SPRINGFIELD, MASSACHUSETTS

SYRACUSE UNIVERSITY
SYRACUSE, NEW YORK

TUFTS COLLEGE
BOSTON, MASSACHUSETTS

WASHBURN COLLEGE
TOPEKA, KANSAS

WESLEYAN UNIVERSITY (FED. W.C.)
MIDDLETOWN, CONNECTICUT

WESTERN COLLEGE
OXFORD, OHIO

WILLIAM & MARY COLLEGE
WILLIAMSBURG, VIRGINIA

WILMINGTON COLLEGE
WILMINGTON, OHIO

Uner the United Scholarship Service, Inc. 1452 Pennsylvania Street, Denver, Colorado 80203, students were sponsored at the following Secondary schools. A number of these students received grants.

COLORADO ROCKY MOUNTAIN SCHOOL
CARBONDALE, COLORADO

OUTWARD BOUND
CARBONDALE, COLORADO

KENT SCHOOL
KENT, CONNECTICUT

THE TAFT SCHOOL
WATERTOWN, CONNECTICUT

BEREA FOUNDATION SCHOOL
VERSAILLES, KENTUCKY

ST. JAMES SCHOOL
ST. JAMES, MARYLAND

PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS

THE STOCKBRIDGE SCHOOL
INTERLAKEN, MASSACHUSETTS

LENOX SCHOOL
LENOX, MASSACHUSETTS

ST. JAMES SCHOOL
FAREBAULT, MINNESOTA

SHATTUCK MILITARY ACADEMY
FAREBAULT, MINNESOTA

BRECK SCHOOL
MINNEAPOLIS, MINNESOTA

PHILIP EXETER ACADEMY
EXETER, NEW HAMPSHIRE

ALBUQUERQUE ACADEMY FOR BOYS
ALBUQUERQUE, NEW MEXICO

NAVAJO METHODIST MISSION SCHOOL
FARMINGTON, NEW MEXICO

PEEKSKILL MILITARY SCHOOL
PEEKSKILL-ON-THE-HUDSON, NEW YORK

KISKIMINETAS SPRINGS SCHOOL
SALTSBURG, PENNSYLVANIA

PATTERSON SCHOOL FOR BOYS
LENOIR, NORTH CAROLINA

ROWLAND HALL
SALT LAKE CITY, UTAH

VERMONT ACADEMY
SANTONS RIVER, VERMONT

ST. PAUL'S SCHOOL
WALLA WALLA, WASHINGTON

KEMPER HALL
KENOSHA, WISCONSIN

DENISON UNIVERSITY
GRANVILLE, OHIO

DICKINSON COLLEGE
CARLISLE, PENNSYLVANIA

DREXEL INSTITUTE OF TECHNOLOGY
PHILADELPHIA, PENNSYLVANIA

ELMIRA COLLEGE
ELMIRA, NEW YORK

EMPORIA, COLLEGE OF
EMPORIA, KANSAS

FAIRLEIGH DICKINSON UNIVERSITY T. & W.S.
RUTHERFORD , NEW JERSEY

FT. LEWIS AGRICULTURE & MECHANICAL COLLEGE
DURANGO, COLORADO

GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D.C.

GRINNELL COLLEGE
GRINNELL, IOWA

HAMILTON COLLEGE
CLINTON, NEW YORK

HARTWICK COLLEGE
ONEONTA, NEW YORK

HIRAM COLLEGE
HIRAM, NEW YORK

HOBART COLLEGE
GENEVA, NEW YORK

HURON COLLEGE
(Steele & Williamson I S)
HURON, SOUTH, DAKOTA

ILLINOIS COLLEGE
JACKSONVILLE, ILLINOIS

ITHACA COLLEGE
ITHACA, NEW YORK

KANSAS, UNIVERSITY OF (McCracken)
KANSAS CITY, MISSOURI

KEUKA COLLEGE
KEUKA PARK, NEW YORK

LAFAYETTE COLLEGE (Zita Psi)
EASTON, PENNSYLVANIA

UNIVERSITY OF MICHIGAN (5)
(Board of Regents)
ANN ARBOR, MICHIGAN

MT. HOLYOKE COLLEGE
SOUTH HADLEY, MASSACHUSETTS

UNIVERSITY OF NEW MEXICO
(Rogers Foundation)
ALBUQUERQUE NEW MEXICO

OHIO WESLEYAN UNIVERSITY
DELAWARE, OHIO

OKLAHOMA UNIVERSITY
NORMAN, OKLAHOMA

PEMBROKE STATE COLLEGE
PEMBROKE, NORTH CAROLINA

PITTSBURG, UNIVERSITY OF
PITTSBURGH, PENNSYLVANIA

PRATT INSTITUTE
BROOKLYN 5, NEW YORK

ROCHESTER UNIVERSITY (Eastman)
ROCHESTER, NEW YORK

Brief Description of Some Scholarship Programs

SCHOLARSHIPS FOR AMERICAN INDIAN YOUTH

Scholarships Churches, Foundations, and other organizations

AMERICAN INDIAN DEVELOPMENT, INC.
This organization, in cooperation with the University of Colorado, conducts the annual summer Workshop on Indian Affairs at the University of Colorado, Boulder, Colorado, and makes some scholarships available to Indian college students for the course. The University of Colorado grants two hours of graduate credit or six hours of undergraduate credit to students who successfully complete the requirements of the workshop course.

ARROW, INC.
This non-profit organization, with both Indian and non-Indian membership, assists Indian students by means of scholarship grants made possible by its own fund-raising activities and by contributions from other sources.

In addition to these scholarships, ARROW, INC. administers the Williard W. Beatty Memorial Scholarship, established by friends of the late Dr. Beattty, long-time Director of Indian Education in the Bureau of Indian Affairs. One scholarship grant, beginning July 1, 1963 is being made annually to an American Indian Student who plans to become a teacher.

COLONIAL DAMES:
The National Society of the Colonial Dames of America provides one 3-year scholarship of $750 each year to an Indian girl enrolling in a 3-year nursing course at a hospital school of nursing. The scholarship is rotated among the Bureau's Area Offices and the area selected each year is requested to give the offer publicity in the Federal, public, and mission schools within its geographical boundaries. Inquiries and applications received by Area Offices are forwarded to the Bureau's Washington Office which assists the Colonial Dames National Patriotic Service Committee Chairman in making the selection. This organization is also sponsor of a number of nursing scholarships at the Pennsylvania Hospital School of Nursing.

DAUGHTERS OF THE AMERICAN REVOLUTION
The National organization makes funds available to Bacone College for Indian scholarships and makes other awards to individual Indian students needing assistance for higher education. The DAR also has a great interest in helping Indian girls obtain nursing education. A number of the local and State chapters provide scholarship assistance for local Indian students. Application should be made to the local or State organization or to the National Chairman, American Indian Committee, Daughters of the American Revolution, 1776 D Street, N.W., Washington 6, D.C.

INDIAN HEALTH SCHOLARSHIP FUND
Employees of the Public Health Service Indian Health Area Office at Aberdeen, South Dakota, established this fund in 1958. Scholarship aid is given to Indian students for educational courses in the health fields. Information and application forms may be obtained from the Indian Health Scholarship Fund, 422½ South Main Street, Aberdeen, South Dakota.

JOHN HAY WHITNEY FOUNDATION.

The Opportunity Fellowships, awarded annually by the John Hay Whitney Foundation, are made to applicants who have lacked full opportunity to develop their talents because of arbitrary barriers such as recial or cultural background as region of residence.

UNITED SCHOLARSHIP SERVICE

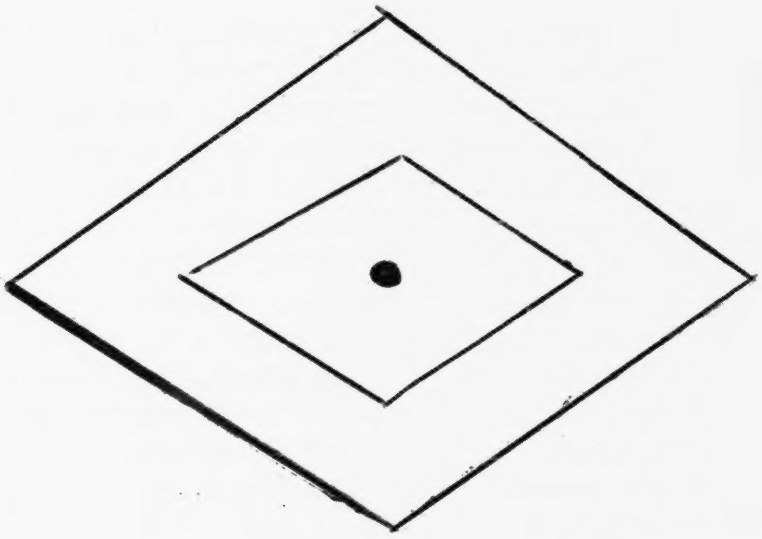
The Association on American Indian Affairs, the Board for Homeland Missions of the United Church of Christ, and the National Council of the Protestant Episcopal Church sponsor the United Scholarship Service for American Indian students.

Grants are made to students of American Indian ancestry for undergraduate work in regionally accredited colleges and universities and for training in accredited nursing schools. The scholarships are awarded on the basis of a student's having promise of a successful academic career, financial need and availability of other assistance, good character, plan for education and future work, and attendance at a regionally accredited school.

UNITED STATES DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS,
WASHINGTON, D.C.

American Indians at Roosevelt University in Chicago: Under a generous grant from the Edward A. Gilene Good Will Fund, Inc., each fellowship provides a full tution award plus a modest stipend which may amount to $2,000 per academic year. Supplemental financial aid may be granted, if necessary, to augment the fellowship.

This scholarship was established to seek out talented American Indians and to encourage them to enter American business fields by training them in the skills of management. It is available to qualified applicants who are high school graduates. Applications must be filed between December 15 and March 15 for the following year.



NEW YORK

The state awards annually 90 grants of $1,000 each to Indian youth of New York tribes for attendance at colleges, universities, institutes, business schools, vocational schools, trade schools, and similar post-secondary schools located in the state.

Applications for this aid must be filed by June 1, of each year for aid for the following year. Information about the program and application forms may be obtained from the Chairman, Committee in Student Aid for Indian Youth, Division of Elementary Education, State Education Department, The University of the State of New York, Albany 1, New York.

FEDERAL AIDS , TECHNICAL AND VOCATIONAL SCHOOLS

Five Federal schools provide Indian youth with technical and/or vocational training above the high school level.

CHILOCCO INDIAN SCHOOL, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR, CHILOCCO. OKLAHOMA, One and two year courses of vocational training above the high school level in agriculture, automotive mechanics, cafe management, carpentry, commercial cooking, cosmetology, dormitory management, drafting, electricity, heavy duty equipment operation, printing, welding, etc. are provided high school graduates who meet the conditions of eligibility for admission to Bureau boarding schools.

Information may be obtained by writing directly to the school. Application for admission must be made through the Bureau of Indian Affairs local agency administration where the applicant lives or is enrolled.

HASKELL INSTITUTE, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR, LAWRENCE, KANSAS. Vocational and technical training above the secondary level is offered by this school in automotive and diesel mechanics, printing, baking, carpentry, cooking, costume ship, dental assistant, dining room management, dormitory management, drafting, electricity, home aid conditioning, sheet metal, and welding courses. The school also provides 2-year intensive training courses in the secretarial, stenographic, clerical, and accounting fields.

Enrollment in the school is open to applicants who meet the requirements for admission to Bureau boarding schools. The school will send information concerning requirements, courses, etc., upon request. Applications for admission must be made through the Bureau of Indian Affairs local agency offfice where the applicant is enrolled or resides.

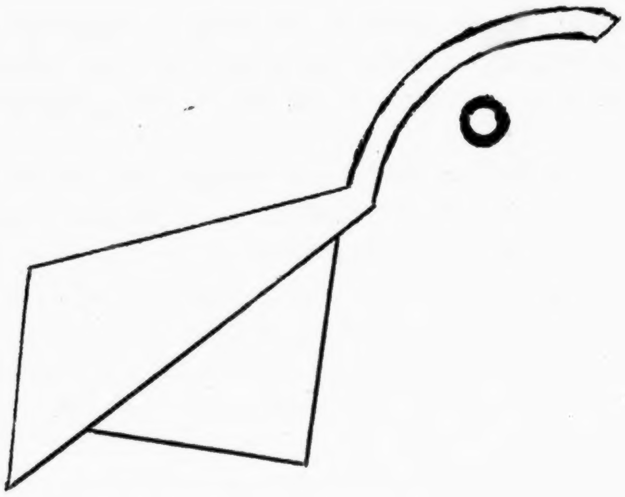
INDIAN SCHOOL OF PRACTICAL NURSING. DIVISION OF INDIAN HELATH, PUBLIC HEALTH SERVICE, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, ALBUQUERQUE, NEW MEXICO. A 1-year course in practical nurse training is offered to girls who are high school graduates and of 1/4 or more degree Indian blood.

The school enrolls two classes each year, in March and September, and provides the students with tuition, books, room & board, laundry, and a small monthly stipend.

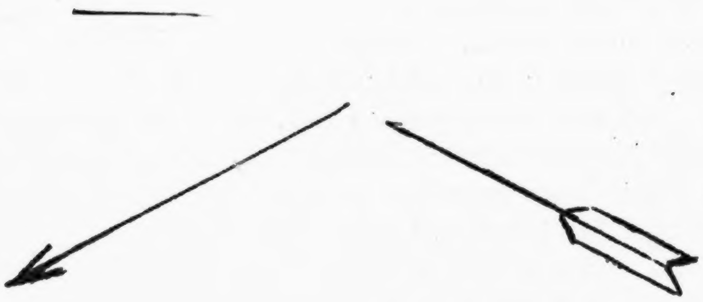
Application forms and additional information may be obtained by writing to the DIRECTOR, INDIAN SCHOOL OF PRACTICAL NURSING, 1015 INDIAN SCHOOL ROAD, N.W., ALBUQUERQUE, NEW MEXICO.

INSTITUTE OF AMERICAN INDIAN ARTS, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR, SANTA FE, NEW MEXICO. The School, which was established in 1962, provides two years training above the high school level for Indian students interested in the field of art and wishing to develop their abilities further before taking advanced training in colleges or technical schools, or before establishing themselves in art-related employment or in independent work. Fine arts, music, dramatic arts, plastic arts, creative writing courses, etc. are included in the curriculum as well as academic subjects allied to the field of art. Information and application forms may be obtained from Bureau Schools and agency jurisdictions, from Area offices, and from the Institute.

DENTAL ASSISTANT TRAINING PROGRAM, DIVISION OF INDIAN HEALTH, PUBLIC HEALTH SERVICE, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, BRIGHAM CITY, UTAH. The program is established in connection with the Division of Indian Health Center at the Bureau of Indian Affairs Intermountain School. Students who are accepted for training also must be eligible for working scholarships at the Federal Boarding school, where they are provided room and board in exchange for work in out-of-school hours. The 9-month course begins in August of each year. Applicants must be female, single, between ages of 17 and 22, have at least 1/4 degree of Indian blood, be enrolled tribal members, and/or residents on a reservation, and have a high school diploma.



Inquiries should be sent to the Dental Assistant Training Program, Intermountain School Health Center, P.O. Box 602, Brigham City, Utah.

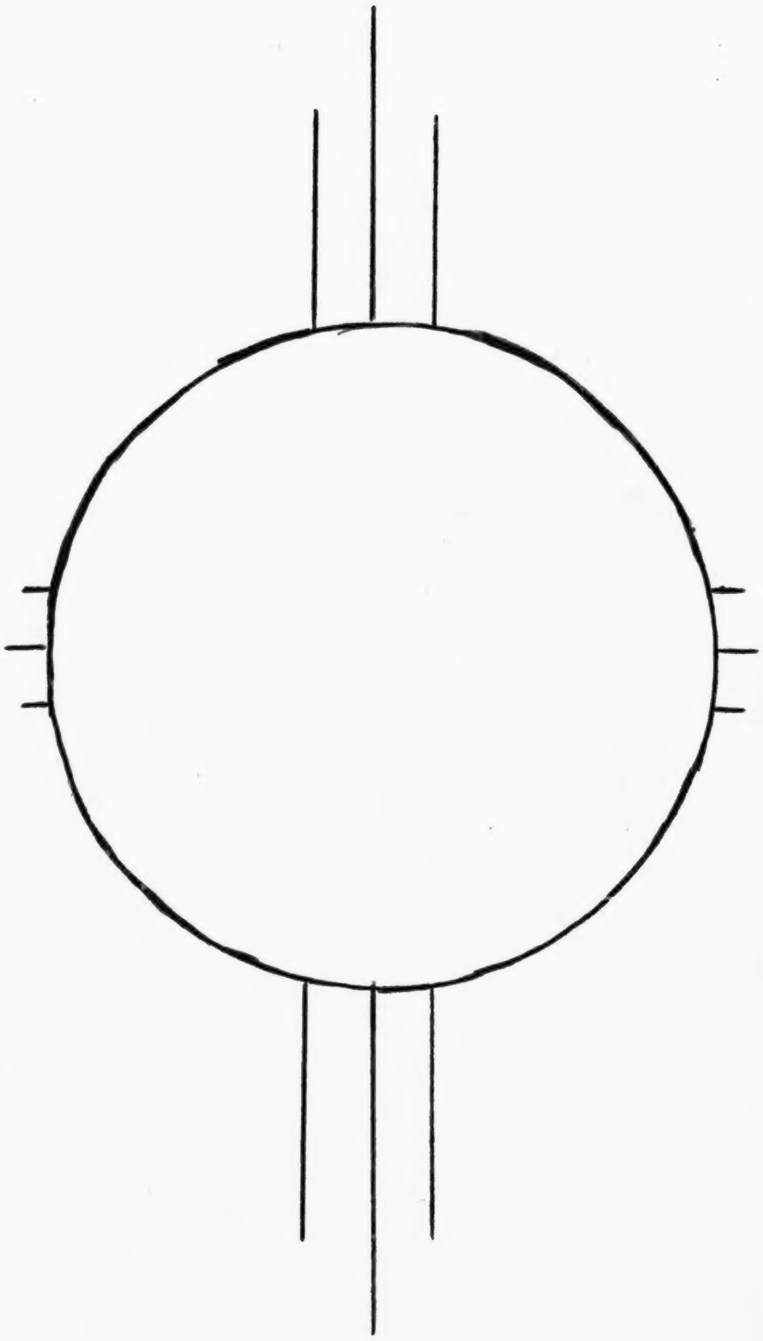


STUDENTS IN PRIVATE SCHOOLS

ANDOVER PHILLIPS ACADEMY, ANDOVER, MASS.

Approaching a student body of 1000 students Phillips Academy (better known as "Andover") is the largest and one of the best private secondary schools in the land. Founded in 1778, Andover was "to be equally open to youth of requisite qualifications from every quarter." In 1966, over one quarter of its students received some form of scholarship help.

Andover numbers among its graduates two cabinet members, a Supreme Court justice, and writers like Oliver Wendell Holmes, John Lardner, and Dr. Benjamin Spock. Andover students are college-bound, averaging five hours of homework a day. Over half of the seniors take college level courses for which they are credited Advanced Standing when they enter college.



Not all is work at the Academy. The sports program involves not only varsity athletes but also "club" teams in competition against other schools. Whether it's work, play, or leisure at Andover, the school cannot and will not demand anything but the best from its students. Headmaster Kemper points out excesses in this direction - with students aware of good colleges and good job opportunities but less aware of a need to become good men. This would not seem to be a problem, however, in the two students whose impressions of Andover appear below.

Mr. Bruce Glenn, Oglla Sioux, enters his second year at Phillips Academy, Andover, Massachusetts this fall. Miss Roberta Harvey, Spanish American, attended the Phillips Academy summer session, 1966. She attended Sante Fe Preparatory School, Santa Fe, New Mexico, for two years before transferring this fall to Abbot Academy, Andover, Mass. Bruce is from Denver, Colorado. Roberta is from Sante Fe, New Mexico.

continued

STUDENTS IN PRIVATE SCHOOLS

Bruce Glenn:

When I first arrived at Andover after the long trip, I felt lonely as did most of the other students. Being so far from home, and in an entirely new environment, I probably felt worse than dormitories so I got to know some of the others pretty soon. The other students were interested in my race and treated me with respect. I was afraid I wouldn't be accepted because I wasn't rich, but no one acted snobbish toward me.

The initial period was the hardest part of the school year for me. I had always been lazy. I wouldn't study if I could possibly avoid it. At school it was a different matter; I had to work constantly just to keep up with the rest of the class. It was hard on me at first, but after a few weeks I got used to the schedule and work. I didn't understand everything - my previous schooling had been very bad, and not all my courses interested me, but I think I did learn at least a little bit.

One of the main reasons I continue at Andover is because it exposes me to new experiences and places. The excitement of the journey to and from school makes up for the hard work. Seeing the East and living in a different, exciting part of the country makes leaving home a little easier. The spirit of adventure and the discovery of a whole new life are, to me, the best part of going to prep school.

Roberta Harvey:

One summer away, away. A chance to see living as it is. A mirror image of myself and of what I am. And an image of a people, of a country, of another way of life. A gratitude for what I have had. A gratitude for my heritage and for my culture.

It has been as is a dream, a dream come true. And I -- searching and searching for what I would make of myself have come nearer and nearer to finding an answer and yet you never stop. It is a search for all time.

I have found myself and I have found people. I have found that one can cry, that one can laugh, that one can love and it is beauty - - beauty for those who can see and understand. And I have found that people can and do care and that living can be and is beautiful. I could talk of what I have learned in a classroom and yet I think this is apparent. I have loved it for I have been given a care around which I can build and build.

Isn't it more important though to find what one is and how one can learn to interrelate with others? And yet it takes time -- time which will go on and on after there is darkness - darkness without width, without breadth, without dimension--darkness all around. You don't stop trying though or do you-or can you?

I found people I could talk to about art and beauty, about myself and being alive, about people. This is knowledge. And yet whenever you're asked about Andover you'll tell about a campus and what went on and never hit on what really happened for they might not see or understand and it would mar what you felt as beauty and it would ruin it--or would it?

All I know is that I am myself and this I value as true and highest of all my knowledge.

VISTA NEEDS YOUR HELP

ALBERT JOHN WABAUNSEE:

As of June, 1966 there were 301 VISTA VOLUNTEERS working on Indian Reservations. Right now I believe that there are only two American Indian VISTA Volunteers--Shirley Defoe on the Rosebud and myself. This is not as it should be, rather there should be more Indians working as VISTA Volunteers.

I have been in the field since June 20, 1966. It is very difficult for me to look back at my last 2½ months ago and point to any concrete achievements. My partner and I ran a summer recreation for our community using BIA funds. I have learned that no matter what my previous ideas were about the BIA, the BIA has funds, supplies, and equipment that we can use for our programs.

Right now, we are trying to build a community library with discarded books from college libraries, starting a reservation-wide newsletter improving after school program of study halls, tutorials, recreation, movies, and handicrafts.

The biggest task that we have is community development. We hope that we can organize the people so that they feel that they are a community, and by working together improve their community and themselves. What we are doing now is trying to win the acceptance of the people so that they feel that they are a community, and by working together improve themselves. What we are doing now is trying to win the acceptance of the people so that they do not consider us outsiders, but rather as members of their community working with them. This is our most difficult task.

A question that is often asked to me is "What is VISTA to me."

These two questions can be answered by one answer. I want to be of help go to the people of my race, I can go to Indian meetings and conferences, I can sit and talk, have a good time, but am really trying to solve the "Indian Problem" that is discussed so much. I feel by working at the local level with the people as a VISTA Volunteer I can do the work that needs to be done. What Indian affairs needs is activism. Large Indian organizations can make as much noise as they want to, but nothing seems to be done. But when organized groups of people on the local level start to make noise, then more people will listen. VISTA work is often slow and hard, but it looks like a good beginning to solving the "INDIAN PROBLEM."

Most of the failures of VISTA on the reservation are the result of the VISTA worker not having an idea of what the Indian is. I feel my Indian background is my biggest asset on Fort Belknap. I got some help in guidance when I was young, and now I want to help some people like I was helped not so many years ago.

INDIAN STUDENT RETURNS TO SCHOOL TO TEACH

(Editor's Note: The following article appeared in The Box Elder Journal, Brigham City, Utah, on September 14, 1967)

A former Intermountain school student returned to the campus this fall but this time in a different role. He is a teacher.

In fact, 24-year-old Tully Norris, a native of Kayenta, Arizona, is the first person to make this transition at the local Navajo boarding school.

The significance of it was dramatically portrayed when his fellow teachers gave Norris a standing ovation as he was introduced at the beginning of this school year.

His return after completion of high school and college undoubtedly has given the clean-cut and soft spoken young teacher a feeling of accomplishment; but more importantly, his achievements promise to have great impact on his students.

A suggestion of this is evidenced in the question most asked him by his students: "Are you Navajo?"

They like to know that "one of them" can find academic success and return to the classroom with the proper credentials to teach.

"They get a kick out of having someone who can illustrate new words in their own language" said Norris who is involved primarily in teaching English to freshman students in the school's Core program.

Norris who gained his earliest classroom education in schools on and near the Navajo Reservation, attended Intermountain in 1952 and 1953 where he completed grades four and five.

This was at a time when the local Bureau of Indian Affairs institution lacked a high school program and it was necessary for him to attend schools elsewhere.

He completed the next three grades in Cortez, Colo., where a missionary family took him under its wing.

(His father died when Norris was four, subsequentially, he was placed in a boarding school while his mother went to work))

Then he attended a protestant church high school in Three Hills, Alberta, Canada, where only a handful of Indians were enrolled. He received a diploma and stayed on for four additional years of religious instruction before enrolling at Cascade College, Portland, Oregon, where he attended for the next three years on a Navajo tribe scholarship.

Norris graduated this year with a BA degree in English, experience as a member of the school basketball team (one of the incentives for attending college) and offers to teach in Oregon high schools.

An older brother, Bob, who had served as an inspiration to Norris, was already teaching in a BIA school and influenced him to apply for a position at Intermountain this past spring.

It was not a difficult decision to make, despite the leaving many friends in Oregon.

"I just wanted to teach the Indian children, to be with them. I felt this was the place for me."

Things have changed since Norris was a student here. The appearance of the campus is different and so is the student body which contains more younger students.

It was not uncommon 15 years ago to see teenage boys and girls in grade school level classes. With more emphasis on education and doubled enrollment in reservation area schools, this picture has changed.

INDIAN EDUCATION PROGRAM

Brigham Young Univer
Brigham Young University

Under the classwork section of the Indian Education Program brochure mention is made of a vocational program. This program is made available to Indian students through a cooperative arrangement between Brigham Young University and the Utah Trade Technical Institute, located near the University. This combination vocational-technical and academic program offers graduates of public and federal schools vocational training along with college instruction.

By means of this program Indian students receive up to nine hours of college instruction at Brigham Young University and take their vocational training at the Utah Trade Technical Institute.

Students attending the Utah Trade Technical Institute may choose training in one of the following areas:

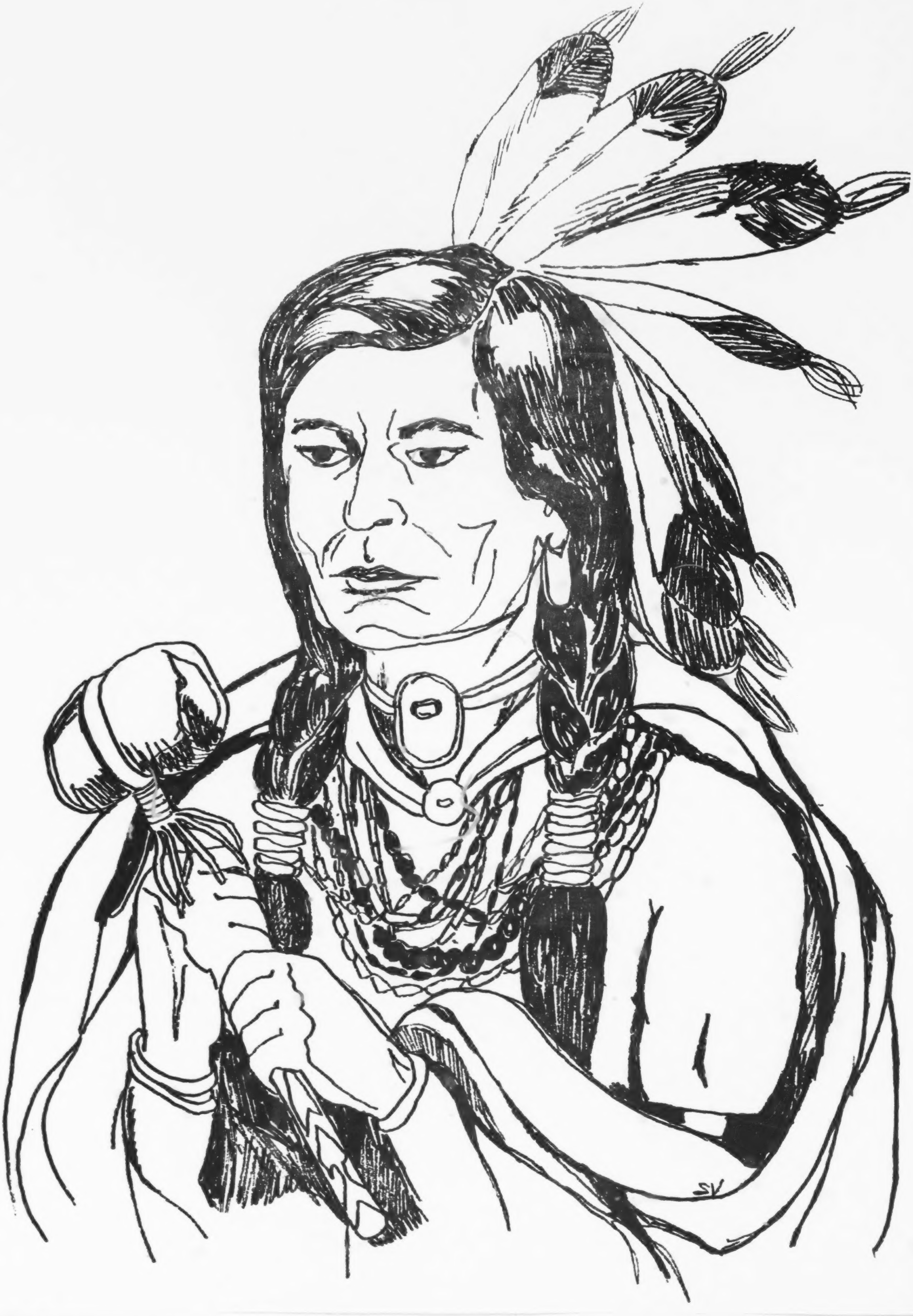
A. Commercial and Service Areas

1. Bookeeping
2. Business and Secretarial Science
3. Commercial Art
4. Cosmetology
5. Dental Assistant Training
6. Home Economics
7. Waitress and Catering Service
8. Practical Nursing

B. Industrial Areas

1. Auto Body and Fender Repair
2. Automotive Mechanics
3. Building Construction
4. Cabinet and Furniture Making
5. Concrete and Masonry
6. Diesel and Heavy Duty Mechanics
7. Drafting and Design
8. Electrical Service
9. Electronics Service
10. Farm Machincery Repair
11. Instrument Repair
12. Machine Shop
13. Plumbing
14. Refrigeration and Air Conditioning
15. Sheet Metal
16. Welding

Through this cooperative arrangement between the two schools, Brigham Young University offers Indian students a complete program of collegiate and vocational training unequaled by any other school in the nation.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AN EXAMPLE OF A GRADUATE PROGRAM

GRADUATE MANAGEMENT PROGRAM
SCHOOL OF BUSINESS ADMINISTRATION
STATE UNIVERSITY OF NEW YORK AT BUFFALO
BUFFALO, NEW YORK

The Graduate Management Program is a specially designed part-time program leading to the M.B.A. degree offered for management personnel in the Buffalo Metropolitan area.

New Classes in the GMP are started only in September of each year. Complete applications (see "Application Procedure") must be on file in the GMP office no later than May 15, in order to be considered for the September class.

ELIGIBILITY:

Men and women who have been awarded a bachelor's degree from an accredited college or university may make application for admission to the Program. There are no formal prerequisites in the undergraduate field of study. Due regard is given to an applicant's intellectual cspacity, integrity, motivation, initiative, and similar qualifications. The admission policy has as its main objective the selection of those candidates who indicate the greatest potential in both academic and business performance. Since the Program is confronted with space limitations, only the exceptionally well-qualified student can be admitted.

ADMISSION REQUIREMENTS

Each applicant to the Graduate-Management Program is judged on the following criteria by the Admissions Committee:

1. A minimum of three years of business experience upon completion of work for the undergraduate degree. Exceptions will be made in the case of those individuals who have accumulated experience in responsible positions prior to the completion of their undergraduate work.

2. The undergraduate record.

3. Achievement on the Admission Test for Graduate Study in Business

4. Letters of recommendation sent directly to the Director of Graduate Business Programs.

5. Information supplied in the application form plus any additional information concerning experience and overall background.

DEGREE REQUIREMENTS:

The M.B.A. curriculum conisists of sixteen courses which are non-specialezed in nature and planned to provide a general background in Business Administration. The courses are offered in three years. In any case, all M.B.A. degree requirements must be completed within four years from the date of entrance into the Program. (Each of the courses carries three (3) hours credit.

2. Generalized Indians

This was a larger block of students, mostly Plains Indians, who have found ways, partially at least, to reconcile the conflict between their communities and the general society. They conceived of themselves as being "Indians", not simply members of a tribe or community such as Choctaw, Creek, etc. They had had broader social experiences than the tribal Indians and had worked out ways to maintain an identity as an Indian at the same time that they were able to operate more or less effectively in the general society.

3. Americans of Indian Ancestry

This consisted of a small number of individuals who are biologically Indian, but neither characteristically "Indian" in behavior nor strongly integrated into the social fabric of their parental community.

All three groups probably benefitted by the Workshop experience. They got something out of it as a course and were successful in dealing with it as a social situation. The tribal individuals discovered, perhaps to their surprise, that prestigeful people agreed with them about the nature of tribal life; the generalized Indians discovered this, too, as well as learning things that might enable them to deal even more effectively with Whites; the last group learned interesting things about Indians, whether or not such things seemed personally relevant.

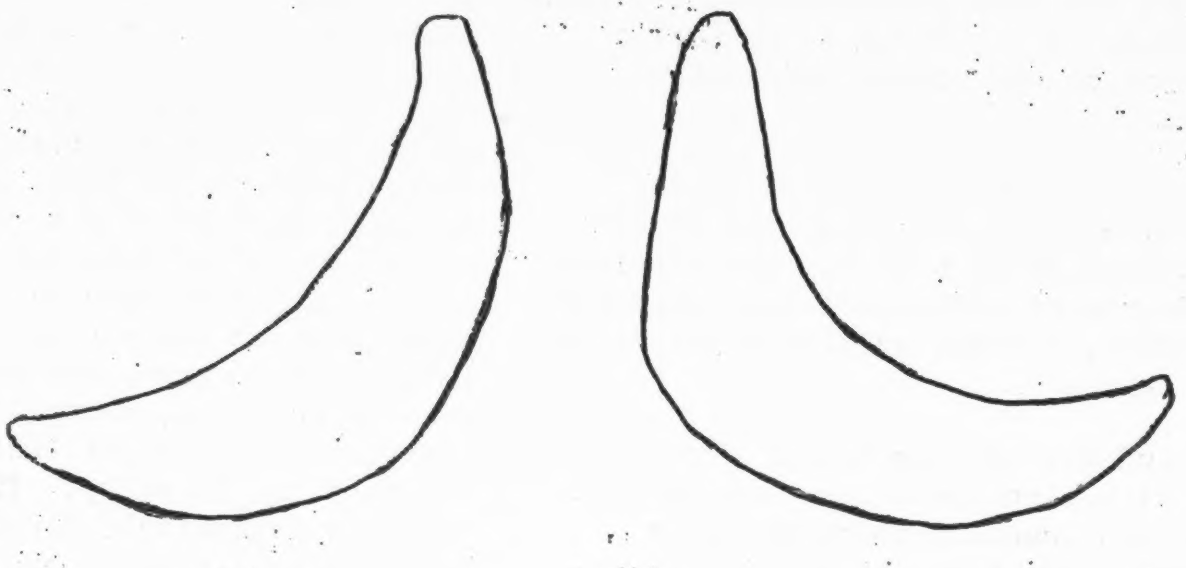
The above categories accounted for approximately one-half of the student body. The other half had not attained the degree of adjustment indicated for the above, tenuous as that might be in some cases.

The students in this latter group live in a situation where they are indentified, and identify themselves, as Indians. For some, this identification is inalterable. In hue and physiognomy, they are unmistakenly Indian and will always be identified as such. Others might conceivably pass for whites. Perhaps some among these would prefer not to be Indians, and through inter-marriage and migration this probably will happen. All in this group--and this perhaps accounts for the lack of adjustment--are aware that their communities, their people, their kinsmen, are held in low esteem by the general society. They recognize themselves as Indians, but do not want to be low status. They are looking for some way in which they can share in middle-class American life without ceasing to be Indian. They concede rank to the general society and harbor deep inferiority feelings about being Indian. Or they are simply uncerain, ambivalent but attracted to many of the gimmicks in middle-class American life.

For this entire group of students, the Workshop was probably a distressing experience. Lectures and academic activities contributed less to their distress than did the effects of student interaction; nevertheless, the course as such did not give them what they needed. The course simply demonstrated that they were neither really tribal Indians nor urban whites. They were left with the impression that one who is not "folk-like" in behavior is not really an Indian. Thus those who, in a sense, would have preferred to be more Indian than they think they are came to believe that this was impossible, while those who were made uncomfortable by the low status behavior of their people began to think that to reject such behavior was a kind of self-betrayal. The course failed to make clear the many ways in which one can be legitimately Indian--to portray, for example, how one can be urban, prosperous, fairly individuated, and yet Indian in both function and identity. The group withdrew psychologically from the Workshop as a course, and some withdrew from the Workshop as a social experience as well.

AREAS OF INTEREST IN WHICH OUR SENECA STUDENTS ARE NOW STUDYING

1. Accounting
2. Liberal Art
3. Sociology
4. Heavy Equipment
5. Construction Engineer
6. Secretarial
7. Nursing
8. Cosmetology
9. Liberal Art
10. Art & Design
11. Construction Technology
12. Political Science
13. Medical Technician
14. Civil Technology
15. Elementary Education
16. Journalism
17. Art Education
18. Medical Secretarial
19. History
20. Electrical Service
21. Textiles
22. Food Processing
23. Physical Education
24. Medical Lab Technician
25. Psychology
26. Commercial Art
27. Industrial Arts
28. Rural Sociology
29. Public Administration
30. Co-operative Distribution
31. Advertising and Design
32. Business Administration
33. Accounting
34. Arts and Crafts
35. Programmer
36. Welding
37. Electronic Engineering
38. Music
39. Divinity
40. Mechanical Engineering
41. Dietician



Programs Offered By State University of New York Colleges

CURRICULUMS AND FIELDS OF SPECIALIZATION AT TWO-YEAR COLLEGES

	College Code Number	69	91	92	93	94	55	56	95	57	77	81	80	58	74	60	71	96	75	72	63	65	67	73	68	97
Curr. Code No.	CURRICULUMS AND FIELDS OF SPECIALIZATION	Adirondack	Alfred	Canton	Cobleskill	Delhi	Dutchess	Erie	Farmingdale	Fashion Inst.	Fulton-Mont.	Genesee	Herkimer	Hudson Valley	Jefferson	Mohawk Valley	Monroe	Morrisville	Niagara	Onondaga	Orange	Rockland	Suffolk	Sullivan	Ulster	Upstate Med.
505	ADVERTISING ART, DESIGN								a																	
508	ADVERTISING DESIGN AND PRODUCTION															a										
502	COMMERCIAL ART						a																	a		
509	GRAPHIC ARTS, ADVERTISING TECHNOLOGY																					c				
511	AGRICULTURAL BUSINESS		c	a	c	f												a								
512	AGRICULTURAL ENGINEERING TECHNOLOGY		a	a	c	f												a								
513	AGRONOMY		c	a	c				a									c								
514	AGRICULTURAL SCIENCE		a	a														c								
515	ANIMAL HUSBANDRY		c	a	c	f												c								
516	DAIRY INDUSTRY																									
517	DAIRY AND FOOD SCIENCE			a	c	f												c								
510	GENERAL AGRICULTURE		c	a		f																				
518	POULTRY HUSBANDRY								a																	
519	ANIMAL SCIENCE					f			a																	
614	BIOLOGICAL TECHNOLOGY								a																	
612	FLORICULTURE MERCHANDISING		c						a																	
560	FLORICULTURE PRODUCTION		c						a																	
611	LANDSCAPE - NURSERY MANAGEMENT		c						a																	
610	HORTICULTURE (OR ORNAMENTAL HORTICULTURE)				c	f			a									a								
613	TURF MANAGEMENT								a																	
565	FOOD PROCESSING TECHNOLOGY								a									a								

CURRICULUMS AND FIELDS OF SPECIALIZATION AT TWO-YEAR COLLEGES (Continued)

	College Code Number	69	91	92	93	94	55	56	95	57	77	81	80	58	74	60	71	96	75	72	63	65	67	73	68	97
Curr. Code No.	CURRICULUMS AND FIELDS OF SPECIALIZATION	Adirondack	Alfred	Canton	Cobleskill	Delhi	Dutchess	Erie	Farmingdale	Fashion Inst.	Fulton-Mont.	Genesee	Herkimer	Hudson Valley	Jefferson	Mohawk Valley	Monroe	Morrisville	Niagara	Onondaga	Orange	Rockland	Suffolk	Sullivan	Ulster	Upstate Med.
630	ACCOUNTING	c	c	c	c	f	c				c	c	a	a	c		a	c	a		c	c	c	c	c	
635	ADVERTISING																					c				
631	BANKING, INSURANCE AND REAL ESTATE			a										a		a						c	c			
632	BUSINESS ADMINISTRATION	c	c	c	c	f	c	a	a		c	c		a	c		c	c	a		c	c	c	c	c	
636	DATA PROCESSING		a	a	c		a	a						a			a	a			c		a			
633	MARKETING	c	c			f			a								a					c				
637	OFFICE MANAGEMENT												a											c		
634	RETAIL BUSINESS MANAGEMENT		s				c							a		a					c		c		c	
625	SECRETARIAL SCIENCE (Incl. Medical, Legal, Exec.)	c	c	a	c	f	c	a	a		c	c	a	a	c	a	a	a	a		c	c	c	c	c	
638	TRANSPORTATION AND DISTRIBUTION MANAGEMENT													a												
Code	DESIGN: ILLUSTRATION AND ADVERTISING (654);																									
No.	INTERIOR (656); TEXTILE (658)										a															
in	APPAREL (651)										c															
( )	FASHION: BUYING, MERCH. (652); COMMUNICATIONS (653)										c															
	MGMT. ENG'G TECH (657); TEXTILE ADMIN. SALES (659)										c															
	FASHION DISPLAY & PHOTOGRAPHY (660)										a															
645	BIO-MEDICAL ENGINEERING TECHNOLOGY																a									
606	CHILD CARE						a																			
607	COMMUNITY MENTAL HEALTH ASSISTANT																							c		
608	COMMUNITY SERVICE ASSISTANT																								c	
544	CORRECTION ADMINISTRATION	c																			c					
546	DENTAL ASSISTING TECHNOLOGY						a												c							

CURRICULUMS AND FIELDS OF SPECIALIZATION AT TWO-YEAR COLLEGES (Continued)

Curr. Code No.	CURRICULUMS AND FIELDS OF SPECIALIZATION	Adirondack	Alfred	Canton	Cobleskill	Delhi	Dutchess	Erie	Farmingdale	Fashion Inst.	Fulton-Mont.	Genesee	Herkimer	Hudson Valley	Jefferson	Mohawk Valley	Monroe	Morrisville	Niagara	Onondaga	Orange	Rockland	Suffolk	Sullivan	Ulster	Upstate Med.
	College Code Number	69	91	92	93	94	55	56	95	57	77	81	80	58	74	60	71	96	75	72	63	65	67	73	68	97
545	DENTAL HYGIENE							a	a					a			a			a						
570	FOOD SERVICE ADMINISTRATION			a	c	f		a									a	c								
575	HOTEL TECHNOLOGY			a		f																		c		
684	JOURNALISM TECHNOLOGY																	a								
600	MEDICAL LABORATORY TECHNOLOGY		a					a						a			a	a		a	a				c	
602	MEDICAL OFFICE ASSISTANT						c	a																		
603	MEDICAL RECORD TECHNOLOGY		a														a									
605	NURSERY EDUCATION			a	c		a		a																	
622	NURSING	a	a	a			a		a					a		a	a	a	a	a	a	a	a		a	a
665	OCCUPATIONAL THERAPY ASSISTANT							a																		
549	OPHTHALMIC DISPENSING							a																		
687	PERFORMING ARTS																			a						
640	POLICE SCIENCE							a	a								a			a			a			
620	PRACTICAL NURSING																	c								
624	PUBLIC HEALTH TECHNOLOGY													a				a								
609	RECREATION SUPERVISION							a	a					a			a				c				c	
628	X-RAY TECHNOLOGY													a			a									a
	LIBERAL ARTS AND SCIENCES University parallel programs																									
201	HUMANITIES	c					c				c	c	a	a	c	a	c		a	c	c	c	c	c	c	
221	MATHEMATICS	c					c				c	c	a	a	c	a	c		a	c	c	c	c	c	c	
220	SCIENCES	c					c				c	c	a	a	c	a	c		a	c	c	c	c	c	c	
212	SOCIAL SCIENCES	c					c				c	c	a	a	c	a	c		a	c	c	c	c	c	c	
250	GENERAL STUDIES																			c			c		c	

CURRICULUMS AND FIELDS OF SPECIALIZATION AT TWO-YEAR COLLEGES (Continued)

Curr. Code No.	CURRICULUMS AND FIELDS OF SPECIALIZATION	Adirondack	Alfred	Canton	Cobleskill	Delhi	Dutchess	Erie	Farmingdale	Fashion Inst.	Fulton-Mont.	Genesee	Herkimer	Hudson Valley	Jefferson	Mohawk Valley	Monroe	Morrisville	Niagara	Onondaga	Orange	Rockland	Suffolk	Sullivan	Ulster	Upstate Med.
	College Code Number	69	91	92	93	94	55	56	95	57	77	81	80	58	74	60	71	96	75	72	63	65	67	73	68	97
520	AIR CONDITIONING TECHNOLOGY		a	a					a					a												
523	AIRCRAFT OPERATIONS TECHNOLOGY								a																	
581	AUDIO-VISUAL TECHNOLOGY		a														a									
525	AUTOMOTIVE TECHNOLOGY			a					a					a				c								
535	CHEMICAL TECHNOLOGY		a				a	a	a					a						a	a					
542	CIVIL TECHNOLOGY			a		a		a	a					a		a	a									
540	CONSTRUCTION TECHNOLOGY		a	a		a	a		a					a							c			c		
555	ELECTRICAL TECHNOLOGY		a	a			a	a	a		c			a		a	a	a	a	a	a		c		c	
530	ENGINEERING SCIENCE	a	a	a		a	c		a		c			a	c	a	a	a		a	c	a	c		c	
584	INDUSTRIAL LABORATORY TECHNOLOGY			a	c														a			c		c	c	
585	INDUSTRIAL INSTRUMENTATION TECHNOLOGY																	a								
586	MEASUREMENT SCIENCE		a																							
588	MARINE TECHNOLOGY																						a			
589	OPTICAL TECHNOLOGY																a									
583	INDUSTRIAL TECHNOLOGY		a					a																	c	
595	MECHANICAL TECHNOLOGY		a	a			a	a	a					a		a	a	a	a	a	a		c		c	
598	METALLURGICAL TECHNOLOGY							a																		
615	PHOTOGRAPHIC TECHNOLOGY								a																	
616	PLASTICS TECHNOLOGY																	a								
618	WOOD UTILIZATION TECHNOLOGY																	a								

CURRICULUMS AND FIELDS OF SPECIALIZATION AT TWO-YEAR COLLEGES (Continued)

Curr. Code No.	College Code Number	69	91	92	93	94	55	56	95	57	77	81	80	58	74	60	71	96	75	72	63	65	67	73	68	97
	CURRICULUMS AND FIELDS OF SPECIALIZATION	Adirondack	Alfred	Canton	Cobleskill	Delhi	Dutchess	Erie	Farmingdale	Fashion Inst.	Fulton-Mont.	Genesee	Herkimer	Hudson Valley	Jefferson	Mohawk Valley	Monroe	Morrisville	Niagara	Onondaga	Orange	Rockland	Suffolk	Sullivan	Ulster	Upstate Med.
	TWO-YEAR DIPLOMA CURRICULUMS																									
810	AUTOMOTIVE MECHANICS		c											a												
820	BUILDING CONSTRUCTION		c																							
850	DRAFTING		c																							
860	ELECTRICAL CONSTRUCTION, MAINTENANCE		c											a												
865	REFRIGERATION MECHANICS													a												
870	FOOD SERVICE		c																							
890	MACHINIST AND MACHINE OPERATOR													a												
	ONE-YEAR CERTIFICATE OR DIPLOMA CURRICULUMS																									
930	BUSINESS OFFICE SKILLS, EXECUTIVE ASSISTING (Bookkeeping & Stenography), GENERAL BUSINESS, SECRETARIAL STUDIES										c			a									a	a	c	
935	CLERK-TYPIST										c															
940	DENTAL OFFICE ASSISTING													a												
945	MEDICAL LABORATORY ASSISTING																							a		
950	DRAFTING													a							c		a	a	c	
960	PRODUCTION METHODS																				c					
980	PROFESSIONAL TYPIST																								c	
990	PRE-TECHNICAL PROGRAM													a												

CURRICULUMS AND FIELDS OF SPECIALIZATION LEADING TO THE BACHELOR DEGREE

Curr. Code No.	College Code Number	31	15	32	33	20	34	17	35	36	18	41	42	43	44	45	19	97
	CURRICULUMS AND FIELDS OF SPECIALIZATION	Albany	Binghamton	Brockport	Buffalo (Coll.)	Buffalo (Univ.)	Cortland	Forestry	Fredonia	Geneseo	Maritime	New Paltz	Oneonta	Oswego	Plattsburgh	Potsdam	Stony Brook	Upstate Med.
	LIBERAL ARTS AND SCIENCES																	
000	**GENERAL FRESHMAN-YEAR PROGRAM** (to be shown on application by all applicants for freshman admission to four-year colleges unless footnote(*) reference is shown for the college being applied to — — see footnote on page 26)	●	●	●	e*	c	a		e*	●		g*	c*	c*	c*	c*	c	
301	ANTHROPOLOGY	x	x	x		x				x				x		x	x	
	AREA STUDIES																	
302	AFRICAN STUDIES											x						
304	AMERICAN STUDIES			x	x	x				x				x				
305	ASIAN STUDIES											x						
306	INTER-AMERICAN STUDIES	x																
307	LATIN-AMERICAN STUDIES				x										x			
308	ART	x	x	x	x	x	x		x	x			x	x	x	x	x	
309	ART HISTORY									x		x						
310	ASTRONOMY	x																
311	ATMOSPHERIC SCIENCE	x																
312	BEHAVORIAL SCIENCES														x			
313	BIOLOGICAL SCIENCES			x													x	
314	BIOLOGY	x	x		x	x	x		x	x		x	x	x	x	x		
315	BOTANY									x		x						
316	CHEMISTRY	x	x	x	x	x	x		x	x		x	x	x	x	x	x	

CURRICULUMS AND FIELDS OF SPECIALIZATION LEADING TO THE BACHELOR DEGREE (Continued)

Curr. Code No.	College Code Number	31	15	32	33	20	34	17	35	36	18	41	42	43	44	45	19	97
	CURRICULUMS AND FIELDS OF SPECIALIZATION	Albany	Binghamton	Brockport	Buffalo (Coll.)	Buffalo (Univ.)	Cortland	Forestry	Fredonia	Geneseo	Maritime	New Paltz	Oneonta	Oswego	Plattsburgh	Potsdam	Stony Brook	Upstate Med.
	Elementary and Special Education																	
115	MENTALLY HANDICAPPED CHILDREN				x					x								
116	PHYSICALLY HANDICAPPED CHILDREN				x													
118	EDUCATION OF THE DEAF				x													
119	EDUCATION OF DISTURBED CHILDREN				x													
	Secondary Education (Grades 7-12)																	
120	ENGLISH	x		x	x	x	x		x	x		x	x	x	x	x	x	
121	LATIN	x				x												
122	FRENCH	x			x	x	x		x	x		x	x	x		x	x	
123	GERMAN	x				x						x	x	x			x	
124	SPANISH	x			x	x			x	x		x	x	x		x	x	
137	RUSSIAN	x															x	
125	SOCIAL STUDIES	x		x	x	x	x		x	x		x	x	x	x	x	x	
126	MATHEMATICS	x		x	x	x	x		x	x		x	x	x	x	x	x	
127	BIOLOGY	x		x	x	x	x		x	x		x	x	x	x	x	x	
128	CHEMISTRY } (include General Science)	x		x	x	x	x		x	x		x	x	x	x	x	x	
131	EARTH SCIENCE	x		x	x	x	x		x			x	x	x	x	x	x	
129	PHYSICS	x		x	x	x	x		x	x		x	x	x	x	x	x	
142	ART EDUCATION				●	x						g						
143	BUSINESS EDUCATION	x				x												
145	HEALTH AND PHYSICAL EDUCATION			x		x												

CURRICULUMS AND FIELDS OF SPECIALIZATION LEADING TO THE BACHELOR DEGREE (Continued)

Curr. Code No.	College Code Number	31	15	32	33	20	34	17	35	36	18	41	42	43	44	45	19	97
	CURRICULUMS AND FIELDS OF SPECIALIZATION	Albany	Binghamton	Brockport	Buffalo (Coll.)	Buffalo (Univ.)	Cortland	Forestry	Fredonia	Geneseo	Maritime	New Paltz	Oneonta	Oswego	Plattsburgh	Posdam	Stony Brook	Upstate Med.
146	HEALTH EDUCATION			x		x	x											
147	PHYSICAL EDUCATION			x		x	x											
148	RECREATION EDUCATION					x	x											
149	HOME ECONOMICS EDUCATION				x								c		x			
150	INDUSTRIAL ARTS EDUCATION				●									c				
152	MUSIC EDUCATION					x			●							c		
154	SPEECH EDUCATION	x				x			x	x			x					
117	SPEECH AND HEARING HANDICAPPED EDUCATION	x			x	x			x	x								
	OTHER PROFESSIONAL AND FOUR-YEAR PROGRAMS																	
222	ENGINEERING SCIENCES					x											x	
229	ENGINEERING LIBERAL ARTS (5 YR.)					x												
281	ACCOUNTING	x				x												
280	BUSINESS, BUSINESS ADMINISTRATION	x	x			x												
282	FINANCE					x												
283	INDUSTRIAL RELATIONS					x												
284	MANAGEMENT SCIENCE					x												
285	MARKETING					x												
287	PUBLIC ADMINISTRATION	x																
295	CHILD-FAMILY SERVICE														x			
296	DIETETICS, FOOD NUTRITION				x										x			
290	MEDICAL TECHNOLOGY	x				x												

CURRICULUMS AND FIELDS OF SPECIALIZATION LEADING TO THE BACHELOR DEGREE (Continued)

Curr. Code No.	College Code Number CURRICULUMS AND FIELDS OF SPECIALIZATION	31 Albany	15 Binghamton	32 Brockport	33 Buffalo (Coll.)	20 Buffalo (Univ.)	34 Cortland	17 Forestry	35 Fredonia	36 Geneseo	18 Maritime	41 New Paltz	42 Oneonta	43 Oswego	44 Plattsburgh	45 Potsdam	19 Stony Brook	97 Upstate Med.
291	NURSING					x									a			
292	OCCUPATIONAL THERAPY					x												
294	PHYSICAL THERAPY					x												
293	PHARMACY					x												
298	SOCIAL WELFARE					x												
211	MARINE ENGINEERING										a							
208	MARINE NUCLEAR SCIENCE										a							
210	MARINE TRANSPORTATION										a							
209	METEOROLOGY & OCEANOGRAPHY										a							
230	RESOURCES MANAGEMENT							a										
231	FOREST ENGINEERING							a										
232	FOREST BIOLOGY							a										
240	LANDSCAPE ARCHITECTURE							a										
265	PULP, PAPER TECHNOLOGY							a										
260	WOOD PRODUCTS ENGINEERING							a										
270	FOREST CHEMISTRY							a										

* letters (a, c, d, etc.) in tables refer to the following code:

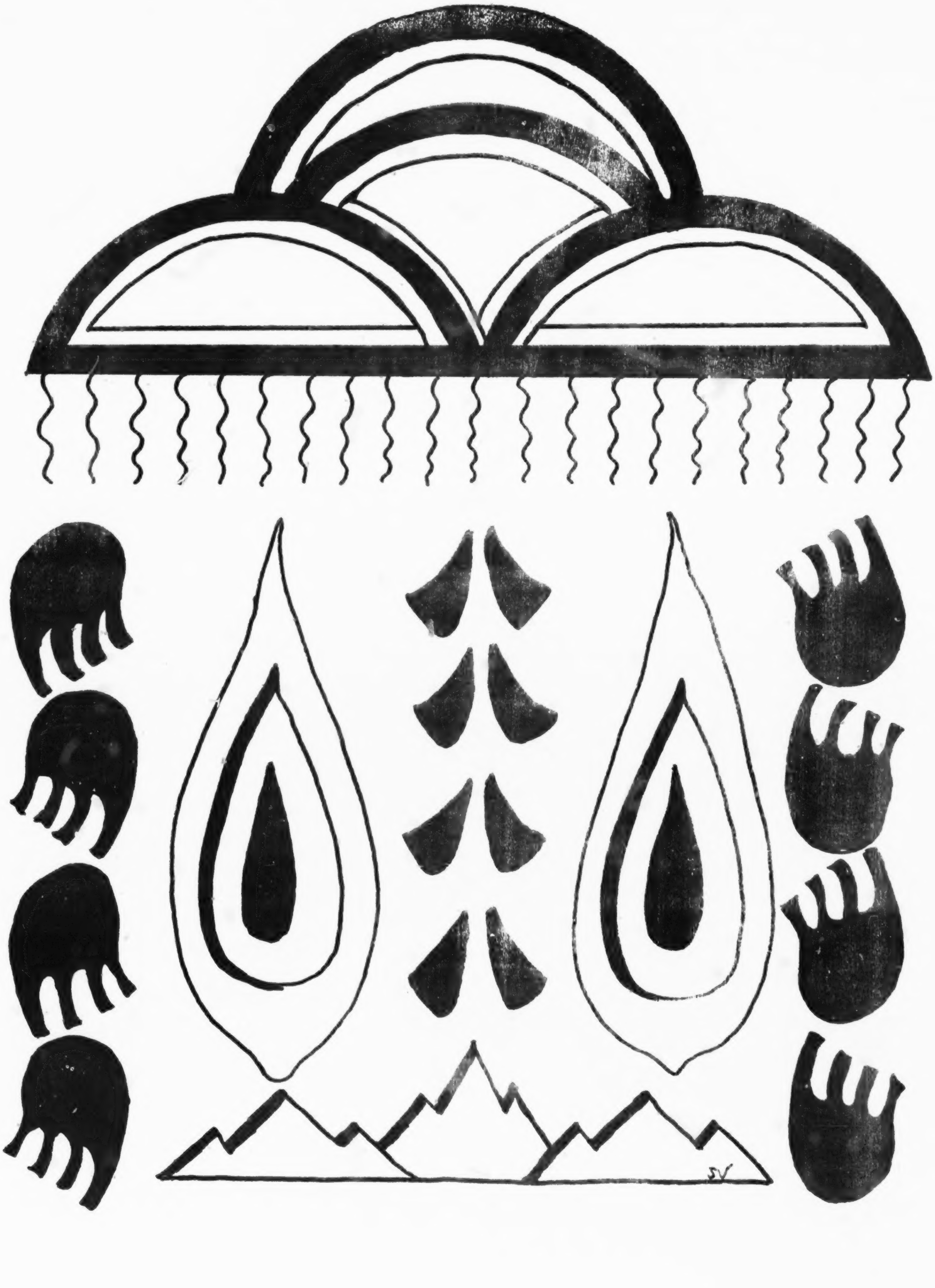
Code Letter	Freshmen Admitted
a	September only
c	September and January (February)
d	September and July
e	September, January (February) and July
f	September, December (January) and March
g	July, September, (October), January and March
s	Summer term only
t	Transfer applicants only
x	Major areas offered, generally during junior and senior years years – curriculum to be specified on application form by transfer applicants.

CURRICULUMS AND FIELDS OF SPECIALIZATION LEADING TO THE BACHELOR DEGREE (Continued)

Curr. Code No.	CURRICULUMS AND FIELDS OF SPECIALIZATION	Albany	Binghamton	Brockport	Buffalo (Coll.)	Buffalo (Univ.)	Cortland	Forestry	Fredonia	Geneseo	Maritime	New Paltz	Oneonta	Oswego	Plattsburgh	Potsdam	Stony Brook	Upstate Med.
	College Code Number	31	15	32	33	20	34	17	35	36	18	41	42	43	44	45	19	97
317	CLASSICAL CIVILIZATION		x															
318	CLASSICS					x												
319	DRAMA, THEATRE	x	x	x		x	x		x	x			x	x			x	
320	EARTH SCIENCE												x		x			
321	EARTH AND SPACE SCIENCE																x	
322	ECONOMICS	x	x	x		x				x		x	x	x	x	x	x	
323	ENGLISH	x	x	x	x	x			x	x		x			x	x	x	
324	FRENCH	x	x	x	x	x	x		x	x		x	x		x	x	x	
325	GEOGRAPHY	x	x		x	x	x						x			x		
327	GEOLOGY	x	x		x	x	x		x			x				x		
328	GERMAN	x	x			x	x					x	x	x	x		x	
329	HISTORY	x	x	x	x	x	x		x	x		x	x	x	x	x	x	
330	ITALIAN	x	x															
331	LATIN	x	x															
332	LINGUISTICS		x			x								x				
333	LITERATURE						x						x	x				
334	MATHEMATICS	x	x	x	x	x	x		x	x		x	x	x	x	x	x	
335	MUSIC	x	x	x	x	x	x					x		x	x		x	
336	MUSIC, APPLIED								x									
337	MUSIC HISTORY AND LITERATURE															x		
338	MUSIC, THEORY OF								x									
340	PHILOSOPHY	x	x	x	x	x	x							x	x	x	x	
341	PHYSICAL SCIENCE	x															x	
342	PHYSICS	x	x	x	x	x	x		x	x		x	x	x	x	x	x	

CURRICULUMS AND FIELDS OF SPECIALIZATION LEADING TO THE BACHELOR DEGREE (Continued)

Curr. Code No.	CURRICULUMS AND FIELDS OF SPECIALIZATION	Albany	Binghamton	Brockport	Buffalo (Coll.)	Buffalo (Univ.)	Cortland	Forestry	Fredonia	Geneseo	Maritime	New Paltz	Oneonta	Oswego	Plattsburgh	Potsdam	Stony Brook	Upstate Med.
	College Code Number	31	15	32	33	20	34	17	35	36	18	41	42	43	44	45	19	97
343	POLITICAL SCIENCE	x	x	x		x	x		x	x		x	x	x	x	x	x	
344	PRE-DENTISTRY												x					
345	PRE-LAW												x					
346	PRE-MED												x					
347	PSYCHOLOGY	x	x	x		x	x		x	x		x	x	x		x	x	
349	RUSSIAN	x	x											x			x	
350	SCIENCE															x		
351	SOCIAL SCIENCE													x		x		
352	SOCIOLOGY	x	x	x	x	x	x			x		x		x		x	x	
353	SPANISH	x	x	x	x	x	x		x	x		x	x	x	x	x	x	
354	SPEECH	x		x	x	x	x		x	x		x	x	x			x	
355	STATISTICS					x												
356	THEATRE	x	x	x	x	x	x		x			x	x	x			x	
358	ZOOLOGY									x		x						
	TEACHER EDUCATION PROGRAMS																	
000	**GENERAL FRESHMAN-YEAR PROGRAM** (to be shown on application by all applicants for freshman admission to four-year colleges unless footnote(*) reference is shown for the college being applied to — see footnote on page 26)	e	e	e	e*	c	a		e*	e		g*	c*	c*	c*	c*	c	
100	ELEMENTARY EDUCATION (NURSERY SCHOOL - GRADE 6)			x	x	x	x		x	x		x	x	x	x	x	x	
110	ELEMENTARY AND EARLY SECONDARY EDUCATION (Nursery School - Grade 6 plus Academic Major - Grades 7-9) See Secondary Education curricula for majors available at each college			x	x		x		x	x		x	x		x	x	x	



GOOD PROSPECTS
&
OPPORTUNITY

STEP UP TO JOB CORPS

What is the Job Corps?

The Job Corps is a national program made possible by the Economic Opportunity Act of 1964. It provides disadvantaged young men and women with an opportunity to acquire the skills and attitudes needed to become useful and productive members of the community. It is aimed at those who need a change of environment and individual help to develop their talents, self-confidence, and the motivation to improve themselves.

Who is eligible for the Job Corps? Legally, anyone 16 through 21 who is a permanent resident of the United States and is out of school is eligible to join the Job Corps. To be certain that the benefits of Job Corps training reach those who need it most, additional criteria are considered in accepting applicants. These criteria take into account the factors of a poverty home situation, neighborhood conditions and the prospects for completing educations or finding stable employment.

The main qualification is that the applicant can gain from the experience. Those with the most to gain are those who have tried and failed in school, who have few other avenues of opportunity open to them and who are likely to continue living in poverty if they are forced to continue in their present environment. A court record alone does not bar an applicant. Rather, the nature and frequency of offenses and the applicant's prospects for adapting to a residential training program are the prime considerations.

What is the Job Corps program?

The Job Corps provides its trainees with a total learning experience since all Corpsmen live at a Job Corps center. They work, attend classes, and follow courses of individual instruction in close contact with professional teachers and counselors. A typical day for a Corpsman includes basic education, job skill training, work experience, individual study, discussion sessions, and participation in some center activity or recreation. Each activity is a learning experience and reinforces progress being made in other parts of the program.

An enrollee may be assigned to one of three types of residential training centers. Men may be assigned either to a Conservation Center or to a Men's Urban Center. Women are assigned only to Urban Centers for Women.

The first 30 days at the center is a transition period. In addition to begin his basic education, the enrollee receives an initial clothing issue, physical examination, and testing and counseling on job interests and aptitudes. Upon successful completion of this part of his program, the youth becomes a full-fledged Job Corpsman and is entitled to wear the official Job Corps blazer.

What is the basic education program?

Education programs concentrating on reading, speaking, writing, and arithmetic are conducted in all Job Corps centers. Each Corpsman's needs are diagnosed individually and the entire program is geared to young people who have not benefitted from conventional schooling. In addition to group instruction, the centers use self-teaching methods, including programmed learning materials, as well as individual tutoring, which permits the student to progress at his own speed. At some centers it is possible for a Corpsman to take exams for a High School Equivalency Certificate. All Corpsmen learn how and where to apply for a job, what to say in an interview and how to fill out an application for employment.

JOB OPPORTUNITIES

Local Job Opportunities

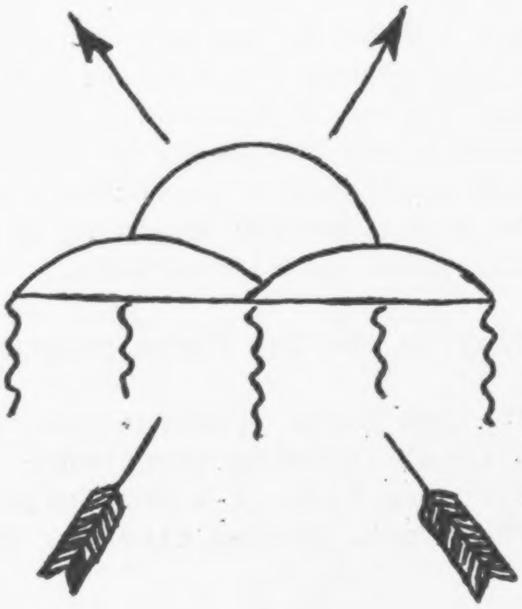
Many Indian students upon receiving their degree or certificate in higher learning whether it may be a skill in the building trades or a degree in engineering, leave home to seek employment elsewhere. There are probably as many reasons as there are people in this situation. But one of the most important reasons is economics. In other words the students will go where the opportunities are and where the salary is the most lucrative. In doing so, the home community suffers, they often lose contact and interest for the community rapidly fades.

To offset these persistant deficiencies, the communities of Jamestown and Olean, the two largest cities in the southern tier have developed Native Sons program to try and encourage the young adults who have salable skills to seek employment in their home environment or at least within communicating distance of their homes. Jamestown and Olean would probably be more accessible to the residents of the Allegany Reservaton while employment opportunities in an around Buffalo would be more within commuting distance of the Cattaraugus Reservation.

Below are listed some areas where a perennial need is evidenced. The lists are divided as to the two major areas - Jamestown and Olean. Of course, the possibility of Bradford, Pa. having similar opportunities is realized. However only areas in New York State were considered here.

OLEAN JOB OPPORTUNITIES

1. Machine Operator
2. Draftsman
3. Machine maintenance
4. Chemical Technicians
5. Pre-Medical Technicians (Laboratory)
6. Practical Nurses
7. Inside Retail Sales
8. Secretarial Personnel
9. Jr. Accountants
10. Skilled Construction
11. Electricians
12. Plant Maintenance
13. Industrial Lab Technicians
14. Jr. Administrative Business



For The Unemployed - A Second Chance

MANPOWER DEVELOPMENT & TRAINING ACT

The Act's Provision - Training and skill Development Programs (Title II)

TRAINING

A Program of direct action is to be undertaken under Title II of the Act. This part of the Act authorizes a program of training workers for job opportunities that have been found through the research program and through other means such as labor market surveys. The Secretary of Labor will provide, through the State Employment Security System, a program to test, counsel and select workers for training.

Who May Be Selected? Those selected must be in one of the following categories:

: unemployed
: working below their skill capacities
: working substantially less than full-time or will be unemployed because their skills have become, or are becoming obsolete
: members of farm families with less than $1,200 annual net family income, or
: 16 years old but not yet 22 and in need of occupational training and further schooling.

Before training is undertaken, however, it must be determined that:

: these workers cannot reasonably be expected to get appropriate full-time employment without such training, and

: there is reasonable expectation of employment in the occupation for which the worker is to be trained.

WHERE WILL TRAINING TAKE PLACE?

The training will be conducted both in schools, and on the job in facilities of cooperating organizations. The actual arrangements to provide school training facilities will be under the direction of the Secretary of Health, Education, and Welfare. The Secretary has designated the United States Office of Education to handle this phase of the program for him. Where possible, public education agencies and institutions will be used, however, arrangements may be made to use private educational institutions.

ONE THE JOB TRAINING

On-the-Job-training programs may be set up by States, private or public agencies, employers, trade associations, labor organizations, and other industrial and community groups. The Secretary of Labor will encourage the development of such programs by those groups and set standards for the groups' participation under the Act.

PRIORITIES IN SELECTION: In choosing persons for training, priority will go to those who are unemployed. Priority will also be extended to persons to be trained for skills needed, first, in the labor market area in which they reside, and second, in the State in which they reside. Other persons among whom selections may be made for training include those who are not fully employed and those who, while employed full-time, have the capacity and desire to upgrade or up-date their skills. Labor organization membership or non-member ship will not be considered in the selection of persons for training or for placement after training.

JAMESTOWN JOB OPPORTUNITIES

Examples of qualifications needed for careers in Industry

WELCH GRAPE JUICE COMPANY, INC. WESTFIELD, NEW YORK

College Graduates for assignments in Accounting, Data Processing, Engineering Manufacturing Management, Chemistry, Biology and Liberal Arts.

AMSCO-EXCEL DIVISION OF AMERICAN STERILIZER CO., GIRTS ROAD, (P.O. BOX 549)
JAMESTOWN, NEW YORK 14701

GENERAL COMPANY INFORMATION

Amsco-Excell is located on Girts Road, due north of the Jamestown airport. It is a division of a world-wide corporation with plants in five foreign countries and across the United States. The company is dominant in many areas of the hospital field including sterilizers, surgical lights, operating and obstetrical tables and total hospital systems. ---A growth field.

The Excel Division in Jamestown designs and manufactures stainless steel and enamel steel casework, operating room casework, small sterilizers for science and industry along with other hospital products. We employ over 200 people and our growth rate has exceeded 25% over the past year.

EMPLOYMENT OPPORTUNITIES

Being in a strong growth field, the future opportunities lie in promotions within the Division and Company-wide. Promotions from any position are based strictly on merit and company needs.

PERSONNEL NEEDED

Our needs naturally vary but our "normal" openings include industrial engineering, production control, quality control, draftsmen and hospital sales and service engineers.

AVM CORPORATION; JONES AND GIFFORD AVENUE; JAMESTOWN, NEW YORK 14701

EMPLOYMENT OPPORTUNITIES .

1. Industrial Engineering graduates usually begin work in the Technical Department in time study, estimating, cost analysis, plant layout and methods analysis. Promotion to more responsible positions in the Technical Department and transfers into production supervision are based on demonstrated performance, interests of the person, and needs of the company.

2. Mechanical Engineering graduates usually begin work in the Technical Departments in production and process development and process engineering. Promotions to more responsible positions in the Technical Research and Design Departments are based on demonstrated performance, interests of the person, and needs of the company.

AVM CORPORATION

3. Industrial Supervision, Industrial Management, Electro-Mechanical, Industrial and Mechanical Engineering, Accounting, Sales, Marketing or General Business graduates may be assigned to the comprehensive management training program that exposes them to the various manufacturing processes and the work performed by the various service and staff functions of the organization. Upon completion of the program which can vary from 12 to 16 months, these people are assigned to production supervision, technical or service departments, or manufacturing management.

PERSONNEL NEEDED

Engineering, Advertising and sales majors plus terminal high school students seeking a vocation in Drafting

BANK OF JAMESTOWN; 200-206 NORTH MAIN STREET, JAMESTOWN, NEW YORK 14701

EMPLOYMENT OPPORTUNITIES

College, business-college, and high school graduates are needed for placement consideration in many opportunity areas of the bank. These include general operations, accounting, audit and control, loan departments, branch administration, collections, business development, Junior Officer and Supervisor training, secretarial and clerical. In addition to on-the-job training, special bank educational programs are available. Working conditions are excellent with job security, stability and fringe benefits inclusive of insurance and retirement benefits.

PERSONNEL NEEDED

Constantly changing conditions, retirements and normal resignations, require a growing number of employees and replacements. If you are interested in the real growth industry of the future - banking - tell us about yourself. Let us endeavor to place you to our mutual benefit, on the staff of the Bank of Jamestown.

SUMMER EMPLOYMENT OPPORTUNITIES

High School Seniors or College Juniors and Seniors, interested in banking as a career with the Bank of Jamestown, there are always several summer openings for summer vacation relief. Positions leading to permanent employment upon final completion of your education.

BLACKSTONE CORPORATION, 1111 ALLEN STREET, JAMESTOWN, NEW YORK 14701

EMPLOYMENT OPPORTUNITIES

Mechanical and electrical engineering graduates have the opportunity to work in plant engineering, methods, industrial engineering, packaging, design, and research development of appliances, ultrasonic equipment and compact heat exchanges. Chemical engineering graduates usually begin work in the Chemistry or Metallurgical labs. The Company also offers the opportunity for college graduates to work in the area of accounting, sales purchasing and general administration.

There are frequent openings for high school graduates with strong drafting, math, or science backgrounds. Further educational pursuits in these areas are available through the company tuition-aid program.

BLACKSTONE CORPORATION- Cont'd

PERSONNEL NEEDED

Mechanical, Electrical or Industrial Engineers with Bachelor's or Master's degrees.

Electrical Engineer with drafting and design emphasis.
Chemical Engineers or Chemist with Bachelor's or Master's degree.
Chemical Engineers or Chemist with Bachelor's or Master's degree.
Business Administration degree with major in accounting.
Sales Engineer with at least an Associate Degree (Science).
High School graduates with math, science or drafting backgrounds.

BOARD OF PUBLIC UTILITIES 200-212 EAST THIRD STREET, JAMESTOWN, NEW YORK 14701

EMPLOYMENT OPPORTUNITIES

Electrical or mechanical engineering graduates to work under Senior Electrical Engineer on expansion and operation of electric system.

PERSONNNEL NEEDED

An Electrical or mechanical engineering graduate interested in public utility construction and operation.

BORDEN FOODS COMPANY - DIVISION OF THE BORDEN COMPANY - CAN AND MACHINERY DIVISION
26 CENTER STREET, RANDOLPH, NEW YORK 14772

EMPLOYMENT OPPORTUNITIES

The Can and Machinery Division of The Borden Company is open for technical school graduates in design engineering, drafting process engineering, production administration and research and development.

Assistant Production Control Supervisor-Salary range $600. to $700 per month.
---Supervises foreman and coordinates activities of one or more production, subdivisions applying knowledge of production methods, processes, machines and equipment and production capacities of each departments.
Assistant Chief Draftsman-Salary range $600. to $700. per month.
---Oversees draftsmen in drawing detailed working drawings of machinery and mechancal devices indicating dimensions, tolerances, fasteners, joining requirements and other engineering data.
Trainee for Machine Shop Management-Salary range $600. to $700. per month.
---Supervises and coordinates activities of workers engaged in production machining of metal pieces.
Trainee for Machinists - Hourly rate $2.03 per hours.
---Sets up and operates machine tools, applying knowledge of mechanics, shop mathematics, metal properties, blueprints and lay out machining procedures.
Draftsmen - Hourly rate $2.03 per hour.
---Prepares clear and accurate detailed drawings specializing in drawings of machinery and mechanical devices.
General Office Clerks - Hourly rate $1.60 per hour.
---Keeps all types of records, invoices, accounting, takes dictation, operates all types of office machines and typing

BORDEN"S FOODS COMPANY Cont'd

PERSONNEL NEEDED

Mechanical engineers,draftsmen, to be used in both research and development as well as production engineering.

We will also entertain the hiring of high school graduates that have majored in mechanical drawing and would like to be considered in our training program for draftsmen and production engineering.

Assistant Production Control Supervisor requires one (1) year of college in applied mechanics and in production control with a very strong background in mathmatics.

Assistant Chief Draftsman needs a minimum of two (2) years of college in mechanical engineering or mechanical technology with a strong background in mathmatics.

A Trainee for Machine Shop Management needs on (1) year of college with a knowledge in mathmatics and have a mechanical aptitude.

A Trainee for Machinists must have a high school education with some mathmatical background and having a mechanical aptitude.

Draftsmen need a high school education, background in mathmatics with a high school mechanical drawing background.

General Office Clerks need a high school education, background in mathmatics, typing, shorthand, business English and bookkeeping. One (1) year of business school is very helpful.

DAHLSTROM MANUFACTURING CORPORATION, 443 BUFFALO STREET, JAMESTOWN, NEW YORK 14701

EMPLOYMENT OPPORTUNITIES

Because Dahlstrom is growing substantially, there is significant opportunity for individuals that can assume the management responsibilities of the future. Dahlstrom will be hiring only one or two recent graduates who will be given training in a variety of actual assignments before permanent location in particular field based on the interest and ability of the individual involved.

PERSONNNEL NEEDED

One or two graduates of two year or four .year colleges for immediate hiring. Additional similar personnel who are available for a future starting date.

FALCONER PLATE GLASS CORPORATION; SOUTH WORK STREET, FALCONER, NEW YORk 14733

EMPLOYMENT OPPORTUNITIES

High School graduates, two-year college graduates or Bachelor of Science Degree holders are desired for training in the following areas. In manufacturing where trainees would start in clerical jobs in production control, cost control or time study. Promotions would be in areas of supervision or sales depending on the desires of the individual and the needs of the company.

In the distribution and contract divisions applicants would start in clerical or "order desk" jobs for training in glass sales or in "draftsman-take-off" jobs for training for opportunities in contract sales or contract supervision.

If new branches are opened, managers positions would be available.

PERSONNEL NEEDED

All of the areas above need at least one trainee.

FIRST NATIONAL BANK OF JAMESTOWN; 2 EAST THIRD STREET, JAMESTOWN, NEW YORK 14071

EMPLOYMENT OPPORTUNITIES

Expansion and diversification of modern banking provides career opportunities in many fields, including commercial and personal lending, mortgage lending, branch office administration, general accounting, audit and control, advertising and public relations.

PERSONNEL NEEDED

Accounting majors or persons with degrees in business administration emphasizing finance, accounting, mathematics, advertising, public relations, or management.

HARBISON-CARBORUNDUM CORPORATION; POST OFFICE BOX 157; FALCONER, NEW YORK 14733

EMPLOYMENT OPPORTUNITIES

Ceramic, Mechanical, and other graduates of Engineering usually begin work in Research, Process and Product Control, Plant Engineering or Sales Department. Business graduates are assigned to our Accounting and Payroll Department. Graduates with Associate Degrees are employed in functions related to their fields.

A practice is made each year of offering employment to college under-graduates in all fields to work in the plant production group and research group.

PERSONNEL NEEDED

Graduates in the fields of Ceramics, Mechanical, or Electrical Engineering; bachelor's or master's degrees in fields of arts or sciences; graduates in Accounting and Finance.

HOPE'S WINDOWS, INC. 84 HOPKINS AVENUE, JAMESTOWN, NEW YORK 14701

EMPLOYMENTOPPORTUNITIES

There are opportunities in all six of our district offices for young, aggressive, well trained sales engineers. We are encreasing our product line and will soon have new proprietary products in both steel and aluminum, and these products will increase our participation in the overall market. The construction industry is a vital part of the nations expanding economy and Hope's participation in this market lies in the areas of the greatest market growth and potential.

PERSONNEL NEEDED

Bachelor of Arts or Bachelor of Science graduates with basic science backgrounds who are interested in becoming sales engineers with a future in sales management and administration.

JAMESTOWN TELEPHONE CORPORATION: 201 EAST FOURTH STREET; JAMESTOWN, NEW YORK

EMPLOYMENT OPPORTUNITIES

We are interested in interviewing college students who are graduating as electrical engineers, mechanical engineers and electronics technicians.

We are also interested in other graduating students with backgrounds related to any of the following entry level positions:

- Engineers
- Electronics Technicians
- Computer Programmers and machine - operators
- Draftsmen
- Vechicle Mechanics
- Linemen
- Messengers
- Telephone Operators
- Accounting Clerks
- Key Punch Operators

- Business Office Representatives
- Tellers
- Secretaries

We offer good wages, fringe benefits and fine working conditions.

PERSONNEL NEEDED

Most of our new employees are hired at entry level positions with the opportunity for promotions from within as positions arise. We have hired applicants recently for most of the above positions and we anticipate a continuing requirement for new employees in these positions in the future.

MARINE MIDLAND CHAUTAUGUA NATIONAL BANK; 201 NORTH MAIN STREET, JAMESTOWN, N.Y.

PERSONNEL NEEDED

Liberal arts and business graduates. Agricultural majors for bank training in farming areas. Possibility of two or three openings.

High school graduates interested in year-round employment. Possibility of three or four openings.

MARINE MIDLAND CHAUTAUQUA NATIONAL BANK - cont'd

SUMMER EMPLOYMENT OPPORTUNITIES

College Juniors, interested in banking as a career, to be used at teller stations and other staff locations for summer vacation relief. Possibility of three or two openings.

MARLIN-ROCKWELL DIVISION OF TRW INC.; 402 CHANDLER STREET, JAMESTOWN, N.Y. 14701

EMPLOYMENT OPPORTUNITIES

Industrial Engineering graduates interested in standards, methods and layout.

Mechanical and and Metallurgical Engineering graduates interested in product and process development, manuafacturing engineering, research and development, and sales or service engineering.

Business Administration graduates interested in sales, E.D.P. systems, and personnel.

PERSONNEL NEEDED

Anticipated several openings will be available in the areas listed above.

PENNSYLVANIA GAS COMPANY; 213 SECOND AVENUE; WARREN, PENNSYLVANIA 16365

EMPLOYMENT OPPORTUNITIES

Engineering and Business Administration graduates are given 9- 12 months training covering every phase of Company operations. Promotions to more responsible positions are based on demonstrated performance and needs of the company.

PERSONNEL NEEDED

Mechanical, Civil, Electrical, Chemical, Industrial and Petroleum engineers with bachelor's or master's degrees. Areas include Engineering, Production, Transmission, Distribution and Marketing. Also Accounting and Business Administration students with bachelor's or master's degrees required.

RING PUNCH AND DIE DIVISION; THE PRODUCTO MACHINE COMPANY; P.O. BOX 490 JAMESTOWN, NEW YORK 14701

EMPLOYMENT OPPORTUNITIES

At the Jamestown plant, technical personnel requirements are limited as most staff functions are performed in Bredgeport, Connecticut. Technical graduates with a four year degree in Mechanical or Manufacturing Engineering, and some background in press tooling would be desired by Ring management. Producto, however would have periodic openings for graduates who have majored in Accounting, Advertising, Marketing, Sales, Engineering (Electrical, Mechanical, and Industrial), Purchasing and Labor Relations.

RING PUNCH AND DIE DIVISION; THE PRODUCTO MACHINE COMPANY;P.O. BOX 490 JAMESTOWN, NEW YORK 14701 cont'd

PERSONNEL NEEDED

Ring Division- Four year graduate with degree in ME or IE to serve as Methods Engineer. Experience in tool or machine design would be desirable.

Producto Machine-Opportunities as listed in paragraph above.

High School graduates who qualify to receive training as precision machinists and grinders.

WEBER-KNAPP COMPANY; 441 CHANDLER STREET;JAMESTOWN, NEW YORK 14701

EMPLOYMENT OPPORTUNITIES

Training of new personnel is provided through working with our various operations. A close, direct relationship between new staff members and all levels of management provides opportunities for development of ability and a sound knowledge of objectives. Possibilities for advancement exist in sales or associated staff activies and manufacturing supervisory positions. Immediate opportunities exist in Product Design and Development, Drafting and Design Technology and Quality Control. There are continuous openings in the production departments for high school graduates.

PERSONNEL NEEDED

Engineering Graduates (IE, ME, or EE)
Liberal Arts Graduates for Sales
Drafting and Design Technology Graduates
High School Graduates

And Schools are always looking for personnel - both teaching and non-teaching. Contact local School Systems.

Schools

FALCONER CENTRAL SCHOOL, FALCONER, NEW YORK

PERSONNEL NEEDED

There always openings in the elementary field, especially due to the fact that the School District is expanding, and usually openings in each of the academic areas of grades 7 - 12 in the junior-senior high school. Definite openings are usually known by approximately March 1.

JAMESTOWN BOARD OF EDUCATION; ADMINISTRATION BUILDING; 200 EAST FOURTH STREET, JAMESTOWN, NEW YORK 14701

PERSONNEL NEEDED

Elementary teachers at all grade levels.
Special fields of art, music and physical education will be needed.
Junior high and senior high all subject areas except social studies

BEMUS POINT CENTRAL SCHOOL DISTRICT; BEMUS POINT, NEW YORK

PERSONNEL NEEDED

Social Studies
2 Girls' Physical Education (1 elementary and 1 secondary)
English (High School)
Reading Consultant - elementary and Junior High
Remedial reading - Junior High
Speech Therapist
Primary Teacher
Intermediate Teacher

PANAMA CENTRAL SCHOOL; Mr. Samuel E. Restivo, Supervising Principal, Panama, N.Y.

PERSONNEL NEEDED

Elementary teachers
Industrial Arts
Physical Education
Math
Science
Social Studies

SOUTHWESTERN CENTRAL SCHOOL, 600 HUNT ROAD; JAMESTOWN, NEW YORK 14701

The district would be pleased to interview potential applicants no matter what subject field. The district would also welcome applications from high school graduates who might be interested in maintainance, cafeteria, clerical or transportation careers.

SOME EXAMPLES OF OCCUPATIONS IN DEMAND IN WESTERN NEW YORK AREA AND REQUIREMENTS

Occupational title: CARPENTER

High School subjects: Blueprint reading, drafting, mathematics, woodworking

Special characteristics:

Aptitudes - Numerical and spatial ability, form perception, intelligence, manual dexterity.
Interests - In working with handtools and wood, and and activities with tangible results.
Temperaments - Ability to perform variety of tasks often characterized by frequent change. Ability to interpret plans for the building of structures. Ability to work to precise attainment of prescribed standards.
Physical activities - Medium work. Constant use of arms and hands. Good vision. May climb and balance. Stoop and kneel.
Working conditions - Inside

High school graduation preferred, plus 4-year apprenticeship or on-the job training.

Occupational title: DENTAL TECHNICIAN

High school subjects: Art, mechanical drawing, shopwork, sciences

Special characteristics:

Aptitudes- Spatial ability, form perception, intelligence, manual dexterity, motor coordination.
Interests- In dentistry, working with hands, and in activities with tangible results.
Temperaments- Ability to perform variety of duties often characterized by frequent change. Ability to interpret specifications to fabricate dentures. Ability to work to precise attainment of prescribed tolerances and standards.
Physical activities- Sedentary work. Constant use of arms and hands. Clear speech. Sustained visual effort.
Working conditions- Inside

High school graduation preferred, plus 1-2 years dental laboratory school or on-the-job training.

Occupational title: MACHINIST

High school subjects: Blueprint reading, machine shop, mathematics, mechanical drawing.

Special characteristics:

Aptitudes- Numberical and spatial ability, intelligence, manual dexterity.
Interests- In mechanical work
Temperaments- Ability to perform variety of tasks often characterized by frequent change. Ability to interpret blueprints and work orders to repair or fabricate metal tools or machine parts. Ability to work to precise attainment of prescribed tolerances and standards.
Physical activities- Medium work, Frequent use of hands and arms. Good vision.
Working conditions- Inside. Noisy, Possibility of injury from operating machinery.

High school graduation preferred, plus 4-year apprenticeship.

Occupational title: ELECTRICIAN

High school subjects: Blueprint reading, mathematics, mechanical drawing, electric shop, physics

Special characteristics: Aptitudes - . Numerical and spatial ability, form perception, intelligence, finger and manual dexterity.
Interests- In electricity, working with tools, and intangible results.
Temperaments- Ability to perform variety of tasks often characterized by frequent change. Judgmental and analytical ability to interpret blueprints and work orders to install electrical wiring, fixtures, and equipment. Ability to work to precise attainment of prescribed standards.
Physical activities- Medium work. Climb and balance. Stoop and kneel. Frequent use of arms and hands. Good vision.
Working conditions- Inside, outside. Exposed to injury from falls and electrical shock and burns.

Educational requirements and training time: High school graduation preferred, plus, 4-year apprenticeship.

Occupational title: NURSE, LICENSED PRACTICAL

High School subjects: Hygience, home arts

Special characteristics: Aptitudes- Verbal ability, intlligence, manual dexterity, clerical perception and motor coordination.
Interests- In caring for others
Temperaments- Ability to perform variet of tasks, often characterized by frequent change. Ability to work with people in close, personal contact. Ability to work under stress. Ability to work to precise attainment of prescribed hospital standards.
Physical activities - Medium work. Frequent use of arms and hands. Good vision.
Working conditions- Inside

Educational requirements and training time: High school - two years plus one year Practical Nurse training. All states require license.

Occupational title: CLERK-TYPIST - TYPIST

High school subjects: Business correspondence, business methods, English typing

Special characteristics: Aptitudes- Verbal and numerical ability, form, and clerical perception, intlligence, motor coordination.
Interests- In work of a routine, organized nature

Special characteristics: Temperaments- Ability to perform repetitive typing tasks carried out under specific instructions with little independent action.
Physical activities- Sedentary work. Frequent use of arms and hands. Clear speech. Good hearing and vision.
Working conditions- Inside

Educational requirements and training time: High school graduation

Occupational title: TOOL AND DIE MAKER

High school subjects: Blueprint reading, machine shop, mathematics, mechanical drawing, sciences

Special characteristics: Aptitudes- Numerical and spatial ability, intelligence.
Interests- In mechanics, and in working with machines and handtools.
Temperaments- Ability to perform variety of tasks often characterized by frequent change. Ability to interpret blueprints and work orders to repair and fabricate machine-shop tools, jigs, and fixtures. Ability to work to precise attainment of prescribed tolerances and standards.
Physical activities- Medium work. Constant use of arms and hands. Good vision.
Working conditions- Inside. Noisy from operating machinery.

Educational requirements and training time: High school graduation preferred, plus 4-5 years apprenticeship

Occupational title: DRAFTSMAN

High school subjects: Blueprint reading, mathematics, mechanical drawing, physical sciences.

Special characteristics: Aptitudes- Numerical and spatial ability, intelligence.
Interests- In drawing, and activities technical in nature
Temperaments- Ability to evaluate data to prepare working plans and detail drawings. Ability to work to precise attainment of prescribed standards.
Physical activities- Sedentary work. Frequent use of arms and hands. Good vision.
Working conditions- Inside

Educational requirements and training time: High school graduation with additional technical training or apprenticeship.

Occupational title: DIETITIAN

High school subjects: Biology, chemistry, home economics, mathematics, physiology

Special characteristics: Aptitudes- Verbal and numerical ability, intelligence
Interests- In activities of technical nature and in welfare of people
Temperaments- Ability to perform variety of duties often characterized by frequent change. Ability to plan and direct activities of food-service program. Ability to work with people.
Physical Activities- Light work. Clear speech. Good hearing. Stands most of work period.
Working conditions- Inside.

Educational requirements- Four years college, plus one year internship.

Occupational title: SOCIAL AND WELFARE WORKERS

High school subjects: Civics, English, History, Public speaking, social sciences

Special characteristics: Aptitudes- Verbal ability, intelligence
Interests- In situations dealing with people
Temperaments- Ability to work with all types of people. Ability to analyze problems of clients and offer solutions on basis of judgmental evaluation of factors.
Physical Activities- Light work. Good hearing.
Working conditions- Inside

Educational requirements: Four years college, plus two years graduate study for Social Work.

Occupational title: PRODUCTION PLANNER

High school subjects: English, mathematics, blueprint reading.

Special characteristics: Aptitudes- Verbal, numerical, and spatial ability, clerical perception, intelligence.
Interests- In activities involing business contacts with people.
Temperaments- Ability to plan work schedule of departments and flow of work through plant. Ability to work with people. Ability to evaluate data to plan production schedules.
Physical Activities- Sedentary work. Clear speech. Good hearing.
Working conditions- Inside

Educational requirements: High school graduation to two years college.

Occupational title: ENGINEER, PROFESSIONAL

High school subjects: Chemistry, English, Mathematics, Physics, Social Studies

Special characteristics:
Aptitudes- Numerical and spatial ability, intelligence
Interests- In scientific and technical work.
Temperaments- Ability to perform variety of tasks often characterized by frequent change. Judgmental and analytical ability to study technical problems and to plan solutions. Ability to work to precise attainment of prescribed limits, tolerances, and standards.
Physical Activities- Light to medium work. Frequent use of arms and hands. Good vision.
Working Conditions- Inside, outside, may work in wet or humid areas. Subject to injury from falls and falling objects. Subjected to dust, fumes, odors.

Educational requirements: Four to five years college; major in sciences with engineering subjects may provide entry.

Occupational title: SECRETARY

High school subjects: English, Shorthand, Typing, Business Correspondence Business methods

Special characteristics:
Aptitudes- Verbal ability, form and clerical perception, intelligence, motor coordination.
Interests: In the work of a routine, organized nature.
Temperaments- Ability to perform variety of tasks often characterized by frequent change.
Physical Activities- Sedentary work. Frequent use of hands and fingers. Clear speech. Good hearing. Sustained visual effort.
Working conditions- Inside

Educational requirements: High school graduation, plus 6-12 months business college, if business courses are not included in high school.

Occupational title: STENOGRAPHER

High school subjects: Arithmetic, Business English, shorthand, spelling, typing

Special characteristics:
Aptitudes- Form and clerical perception, intelligence, motor coordination.
Interests- In work of a routine, concrete, organized nature, and the communication of ideas.
Temperaments- Ability to perform repetititve clerical tasks.
Physical Activities- Sedentary work. Frequent reaching, handling, and feeling.

Special characteristics: Good hearing and vision.
Working conditions- Inside

Educational requirements: High school graudation, plus 6-12 months business college, if business courses are not included in high school.

Occupational title: MEDICAL TECHNOLOGIST

High School subjects: Biology, chemistry, mathematics, physics, phychology typing

Special characteristics:
Aptitudes- Verbal ability, form and clerical perception, intelligence.
Interests- In science and ain fact finding through scientific methods.
Temperaments- Ability to evaluate results of medical laboratory tests. Ability to work to precise attainment of prescribed limits and standards.
Physical Activities- Light work. Frequent reaching and handling. Good color vision.
Working conditions- Inside

Educational requirements: High school graduation plus two years college, including two years college, in prescribed subjects and one year technical training at approved school, or four years college in accredited school for Medical Technologist and completion of examination for registration.
Some States require license.

Occupational title: PROGRAMMER

High school subjects: Algegra, geometry

Special characteristics:
Aptitudes- Numerical and spatial ability, intelligence, manual dexterity.
Interests- In scientific and technical activities, and in business contacts with people.
Temperaments- Ability to plan work sequence. Analytical ability to convert mathematical data into program for computers. Ability to work to precise attainment of prescribed standards.
Physical activities- Sedentary work, clear speech, good hearing and vision
Working conditions- Inside

Educational requirements: Four years college, some mathematics desirable

Occupational title: METALLURGIST

High school subjects: Chemistry, English, Mathematics, Physics, Social studies

Special characteristics:
Aptitudes- Verbal, numerical, and spatial ability, intelligence
Interests- In scientific and technical work
Temperaments- Ability to evaluate data on basis of fact and experience. Ability to work to precise attainment of prescribed standards.
Physical Activities- Light work. Frequent reaching and handling. Good vision.
Working conditions: Inside, outside, May stand and walk most of work period.

Educational requirements: Four years college; graduate study usually required for professional advancement.

Occupational title: X-RAY TECHNICIAN

High school subjects: Biology, chemistry, English, general science, mathematics, physics

Special characteristics:
Aptitudes- Verbal and spatial ability, intelligence
Interests- In work of a technical nature and in welfare of people.
Temperaments- Ability to deal with people. Ability to work to precise attainment of prescribed tolerances.
Physical Activities- Medium work. Frequent use of hands and arms. Good vision.
Working conditions- Inside. Possibility of radiation from careless handling of equipment.

Educational requirements: High school graduation, plus two years training in X-Ray technology school, or two years experience under direction of radiologist.

Occupational title: NURSE, REGISTERED

High school subjects: Biology, chemistry, English, mathematics

Special characteristics:
Aptitudes- Verbal ability, clerical perception, motor coordination, manual dexterity.
Interests- In service to others and in work of a technical nature.
Temperaments- Ability to perform variety of duties often characterized by frequent change. Ability to deal with patients to obtain their trust and cooperation. Ability to work to precribed hospital standards.
Physical activities- Light work. Frequent use of arms and hands. Good hearing and vision.
Working conditions- Inside

Educational requirements: High school graduation, plus 2-3 years hospital training. Post-graduate training and/or additional 2-3 years college study required for some specialized positions. Not over age 35 to enter.

Occupational title: PATROLMAN

High school subjects: American history, English, sociology, civics, government.

Special characteristics: Aptitudes- Verbal ability, form and clerical perception, intelligence, manual dexterity.
Interests- In position of authority, and in working out of doors.
Temperaments- Ability to perform variety of duties often characterized by frequent change. Ability to deal with people in various situations. Ability to work under stress. Ability to make decisions on the basis of experience and factual knowledge.
Physical activities- Medium work, unimpaired use of arms and hands. Clear speech. Good vision.
Working conditions- Inside, outside. Subject to injury from automobiles, and assault.

Educational requirements: High school graduation preferred. Police training program.

Occupational title: TEACHER- Kindergarten; Grade or Grammar; High School

High school subjects: English, social sciences, subjects of specialization

Special characteristics: Aptitudes- Verbal ability, clerical perception, intelligence, numerical ability.
Interests- In subject of specialization, children, and communication of ideas.
Temperaments- Ability to plan and control the activities of students. Ability to deal with students beyond giving, instructions. Ability to evaluate pupils' knowledge of given subjects and to judge pupils' intellectual growth.
Physical Activities- Frequent reaching and handling Clear speech. Good hearing and vision. May stand most of work period.
Working conditions- Inside.

Educational requirements: Four years college with courses in specialized subjects and student teaching experience. M.A. preferred for many high school positions. Some States issue temporary certificates to elementary and rural teachers with less education. Consult State and local education departments for certification requirements.

AFTER COMPLETION OF YOUR EDUCATION - WORK AT HOME
ALLEGANY - CATTARAUGUS RESERVATIONS

Economic Development

It has long been recognized that the inundation of a substantial proportion of the total Seneca Lands (more than 10,000 acres of the Allegany Reservation) by the Alleheny River would have a highly disruptive effect on the social and economic structure of the Seneca Nation of Indians, particularly with respect to the Allegany Reservation. However a thorough examination by the U.S. Army Corps of Engineers of all of the alternative proposals suggested for the location of the dam disclosed that all were inferior to the Kinzua location from the viewpoint of cost, land required and number of people dislocated.

Recognizing the responsibility of the Federal Government to the Seneca Nation, President John F. Kennedy wrote in his letter of August 9, 1961 to Mr. Basil Williams, President of the Seneca Nation, "Even though construction of Kinzua must proceed, I have directed the departments and agencies to take every action within their authority to assist the Seneca Nation.....in adjusting to the new situation. Included in the items I have directed the Executive departments and agencies to consider are.....

(1) a careful review of the recreational potential resulting from construction of the reservoir, and the manner in which the Seneca Nation could share in the benefits from developing this potential.

> "In the event legislation is required to achieve these objectives, I have asked that recommendations be prepared. I hope you will convey to the members of the Seneca Nation the desire of the Federal Government to assist them in every proper way to make the adjustment as fair and orderly as possible. I pledge you our co-operation".

Public law 88-533 was enacted August 31, 1964 to authorize payment for certain interests in lands within the Allegany Indian Reservation required by the United States for the Allegheny River (Kinzua Dam) project, to provide for the relocation, rehabilitation, social and economic development of the members of the Seneca Nation, and for other purposes.

That an organized program of economic development is urgently needed for the Seneca Nation is dramatically pointed up by statistics on unemployment which appear in the "Overall Economic Development Program, Allegany and Cattaraugus Reservation, New York"," officially submitted January 24, 1964. Page 35 of the OEDP indicates unemployment at the rate of 30% of the labor force. In a study made by the Bureau of Indian Affairs, the average income, per household, among Senecas in 1961 was $3,911. These figures represent the latest complete employment and income surveys of the Seneca Nation.

Recreation

The Seneca Nation has determined that the most promising avenue for economic development in the Allegany Reservation lies on the direction of tourism and public recreation. A large portion of the touring public, both domestic and foreighn, is interested in viewing authentic exhibits and activities related to Indian history and culture. While the forest Indians of the northeastern United States greatly influenced the course of colonial American history, there exists today no significant development depicting this important segment of our nation's history. It is to fill this gap that the Seneca Nation proposes to develop "Iroquoia", a major highly authentic historic and educational center devoted to displays and activities depicting the history of the forest Indians of the northeastern United States and the influence of these tribes on American and European history and culture.

"Iroquoia" is the heart of the entire tourism and recreation program of the Seneca Nation.

Appropriate commercial and recreational facilities will be developed at "Iroquoia" and at two other selected sites to accomodate and hold those tourists attracted to the vicinity. It is believed thst these facilities and activities; educational, historic, commercial and recreational, properly established and well operated, will provide a broad and stable base for a viable economy for the Allegany Reservation of the Seneca Nation and will, as well, contribute substantially to the economy of adjacent areas outside the Reservation.

For nearly ten years the impact on and potential benefit to the area surrounding it of the Allegheny Reservoir have been in studies from many different points of view by several deparments and numerous bureaus of the United States government, independent contractors engaged by agencies of the government and by local government and cooperative groups. Of the nine studies tabulated, two are concerned with procedural matters and one with physical developments located far enough from the Allegany Reservation so as to be of no interest. Of the remaining six, five recommend potential recreation and tourist development sites generally around the entire reservoir or at least surrounding that portion of the reservoir lying within New York State. The final study, commissioned by the Seneca Nation, analyzes in detail the potential of the principal site within the Allegany Reservation.

1. State Line Run
2. Hotchkiss Plateau (Iroquoia)
3. Seneca Overlook

Industrial Development

The Brill Engineering Corporation put out a feasibility study in 1963 on economic development for the Seneca Nation. It was recommended that a large industrial park be established on the Cattaraugus Reservation at Irving because of the location and other attractive features. The Seneca Nation allocated 55 acres for this purpose. This is situated on Route 5, Irving, New York and is near rail facilities.

The first industry established was the First Seneca Corporation which began production in January 1967. First Seneca Corporation was formed as a result of a joint venture between the Seneca Nation and U.S. Pillow Corporation, New York City. The Seneca Nation constructed the factory building and rents this and leases the land to First Seneca. The Nation also owns 26 2/3 shares of Class A stock in the firm which entitles the Nation to elect one-third of the members of the Board of Directors. The Nation has three representatives on the Board. First Seneca Corporation is engaged in the manufacture of decorative pillows.

The production phase involves semi-skilled jobs such as the sewing machine operation which can be learned on the job. There are, howver, other job opportunities requiring higher education, such as high level management, supervisory positions, bookkeepers, secretarial and stenographic positions. An expansion of this plant would necessarily require many more job opportunities for qualified candidates.

Since the First Seneca Corporation is only the first of the many plants planned the industrial park offers many opportunities for future expansion.

Even though the funds made available through the Kinzua Reservoir Project are not used for the enterprise, the= Pal Precision Products of Salamanca is a new firm employing as of 1968 only Indian Residents. This company receives financial aid through the Bureau of Indian Affairs and O.G.T. Funds for the producing of ball point pens and other products.

The Allegany Reservation is considered to be ideally located for the development of recreation and tourist facilities. The existence of a number of important travel attractions in western New York is certainly of benefit in establishing the area as one of major importance as a destination for tourists.

The Allegany State Park on the doorstep of the Reservation catered to almost 700,000 visitors in the year 1964. Ten miles north of the Reservation is the Holiday Valley winter sports resort at Ellicottville. This resort drew 80,000 visitors in 1962. Immediately south of the Reservation located just across the Pennsylvania State line are the Seneca Highlands, a developing resort area which expects to prosper with the coming of the new Kinzua Dam.

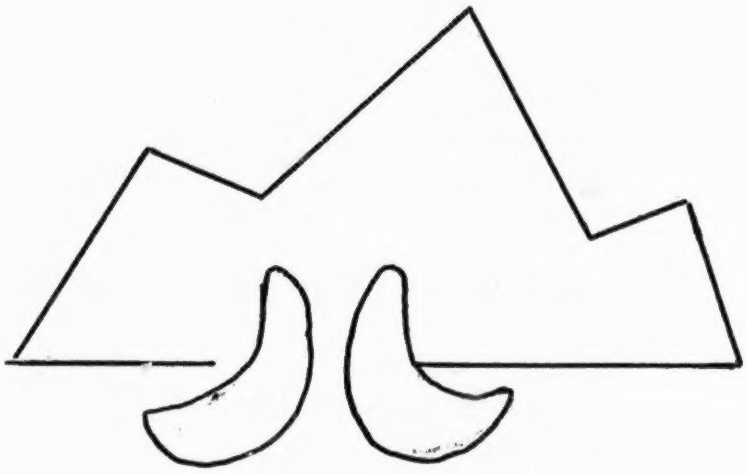
Within a two-hour drive of the Reservation is Niagara Falls, attracting an annual attendance of approximately 4,000,000 visitors. At Corning, the Glass Center attracts 750,000 annually.

The famous old Chautauqua Institution the wineries of the Finger Lakes, the museums and art galleries of Buffalo, Rochester and Syracuse all are contributing assets in the attraction of tourists to the area.

Establishment of the facilities proposed at the three sites selected for initial development will provide long term employment opportunity for nearly 1,000 persons. The folowing quotation is taken from "Feasibility Study, Commercial Recreation and Tourist Facilities, Allegany Reservation, New York" prepared for the Bureau of Indian Affairs in 1963 by Brill Engineering Corporation, New York New York with Childs & Waters, Inc. Tourism and Recreation Consultants.

"If the development as recommended is carried forward, within a period of years an estimated employment of approximately a thousand people will be generated by the operation of the various facilities and exhibits. And, of course, this payroll is an addition to that needed for construction purposes.

"Most of the employment requirements are created by the major educational facilities. Employment at the outdoor recreation area on State Line Run is estimated to be in the neighborhood of 100 people with a growth possibility of about 50 percent. Because of the fact that several years will be needed to work out the details of the exhibit program, the full impact of employment potentials will not be felt until the educational exhibits are opened to the public. Prior to that opening, an administrative staff will be built up and a promotion program created. Also, the outdoor recreation development should get under way during the second year.



ESTIMATED EMPLOYMENT VOLUME BY YEAR

Year	Men	Women	Total
1964	9	6	15
1965	70	53	123
1966	77	55	132
1967	544	400	944
1968	568	422	990

"The great bulk of the jobs created offer opportunities for employment by members of the Seneca Nation. The exception is that of the overall administrative staff, which calls for unusual skills and ability which have been developed over many years in the tourist field. Because members of the Nation have not had in the past the opportunity to receive this training and because the ultimate success depends upon the caliber of the basic administrative staff, the suggestion is being made that top people be hired and that Indian assistants be assigned to them. In this manner members of the Nation can develop the necessary administrative skills which will permit them eventually to take over the full operation. The further suggestion is made that fairly young Indian men and women be picked to assume the role of assistants, at least for the top jobs where many years are needed before one is ready to assume full responsitility."

"

Roughly half of the total jobs that will be created can be classified as "semi-skilled" of the kind which call for a few months of specific training. All told totaled there are approximately 250 openings for unskilled labor, which can be trained on the job. And many of the skills called for are clerical skills such secretaries, reservation clerks, cashiers, switch board operators. A breakdown by skill category is as follows:

JOB POTENTIALS IN RECREATION:

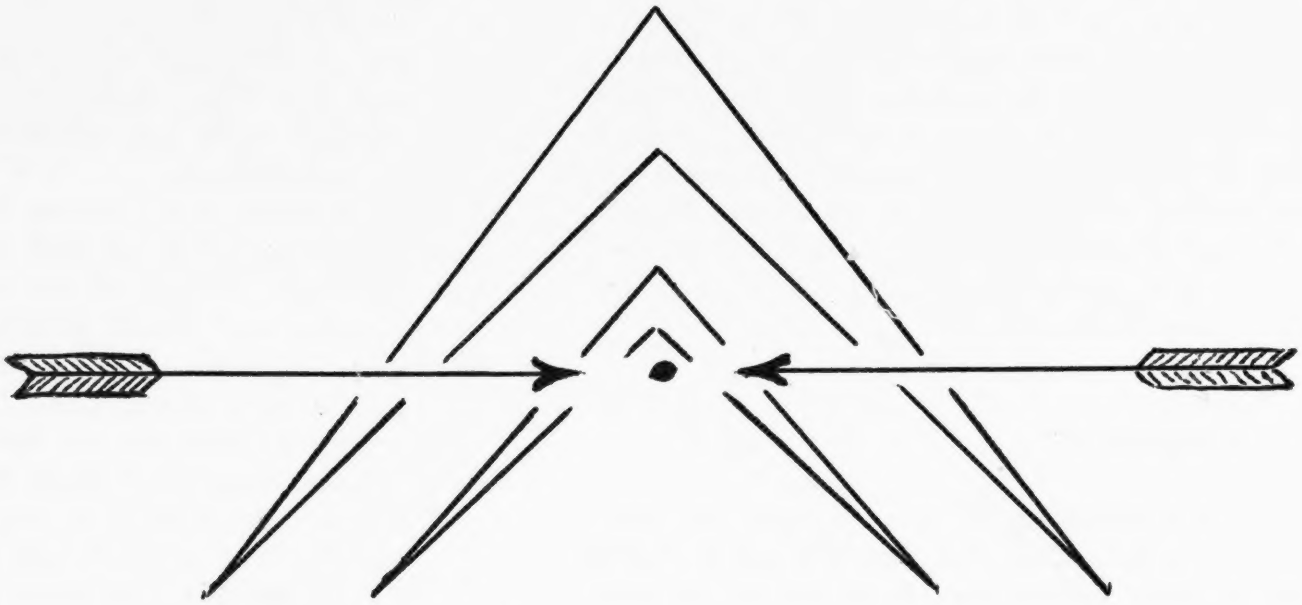
Motel Managers
Marine engine mechanics
Electricians
Plumbers
Carpenters
Landscape gardening
Public relations
Restaurant managers, hostess, waiters
Ski area manager (small business management)
Mechanics - compressors, automotive type, snow motor scoooters
Swimming pool hygiene (filters, water.)
First Aid
Ski shop (salesman, rentals, any other)
Bowling alley manager
Cocktail bartender
Baby sitting (nursery)
Ground keepers (gold course) other areas - maintenance
Masons
Pro shop (sales, manager)
Building engineers (gas heaters; boiler house, or janitors)
Bookkeepers
Accountants
Construction expeditors or manager
Secretaries
Sanitary engineer (equipment)
Forestry (trees, new growth)
Traffic control
General manager (over entire project)
Sports director (all fields)
Master mechanic

ESTIMATED EMPLOYMENT REQUIREMENTS

	Administrative	Special Skills *	Semiskilled	Unskilled
1964	6	7	2	---
1965	12	18	58	35
1966	17	19	61	35
1967	51	208	455	230
1968	60	219	470	241

* Including professions

In addition, there will certainly be beneficial economic impact on neighboring areas as a result of the establishment of major tourist destinations on the Allegany Reservation. McKean and Warren Counties in Pennsylvania, both of which border the southern portion of the Allegany Reservoir and both of which are qualified areas under the Public Works and Economic Development Program will inevitably be beneficially affected. Only the degree of benefit cannot now be determined.



Policies of Award Schedules
Sin
Single and Married

PLAN OF OPERATION

I BUDGET

The Board of Trustees will prepare an estimated budget before the beginning of the fiscal year (July 1) and submit an annual itemized accounting to the Seneca Nation of Indians for the year ended. Any unspent amount in any fiscal year shall be added to the following year.

Administrative Expenses

The budget will include administrative expenses such as counseling services, clerical assistance and other expenses as the need arises.

Educational Assistance

Grants and loans will be available to eligible applicants. Individual budgets will not be approved until reviewed by a quorum of the Board of Trustees. Each application will also be subject to an annual review by the Board of Trustees. Each application will also be subject to an annual review by the= Board of Trustees. Assistance beyond the attainment of a Master's Degree will generally be considered on a loan basis. Further financial assistance requirements are contained under "Eligibility" and "Applications."

II ELIGIBILITY

Enrolled members of the Seneca Nation are eligible for the scholarship grants and loans, which shall be based on the need of the individual for such aid. Further eligibility shall be determined by:

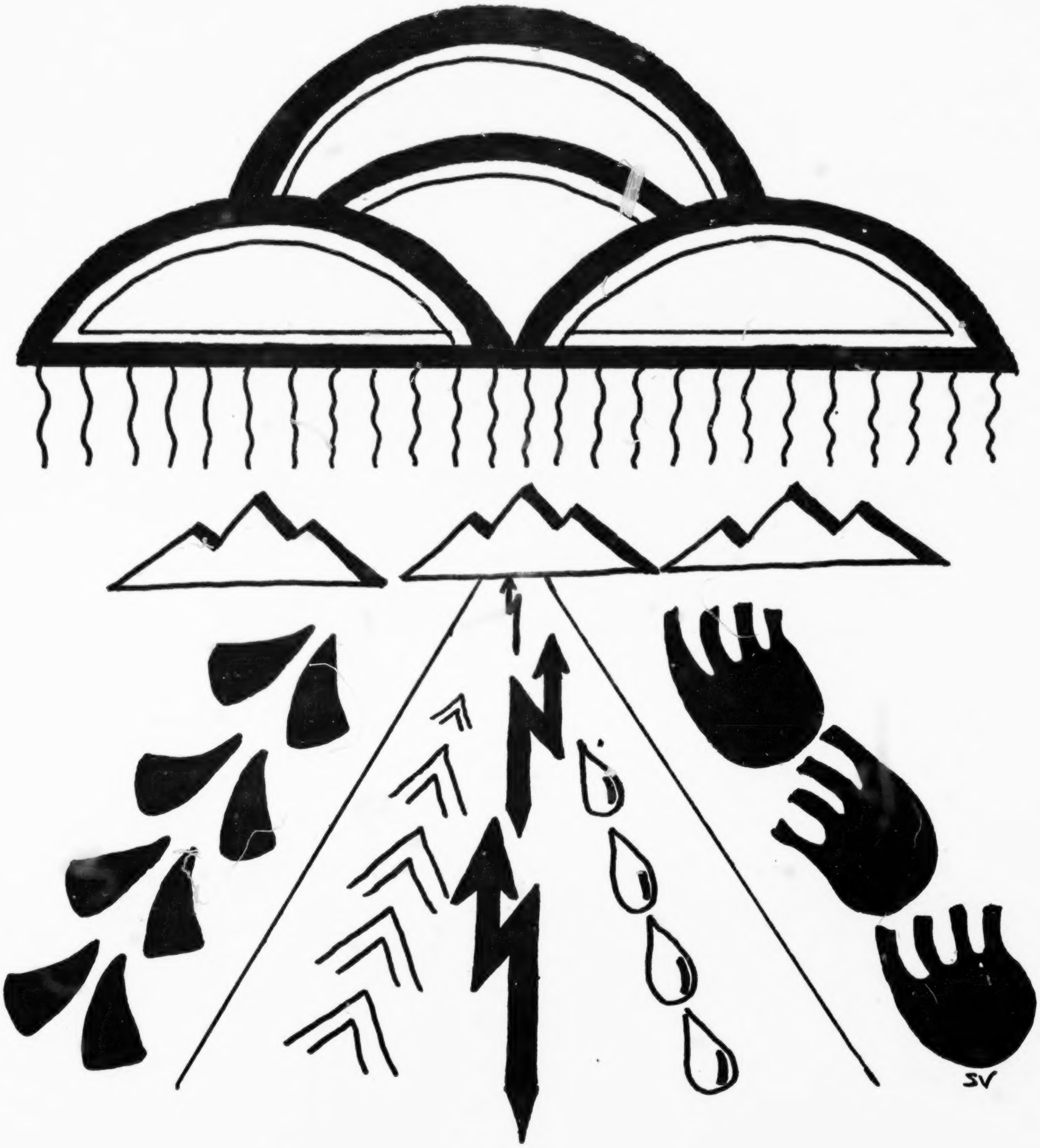
1. Submission of properly completed application forms.
2. Acceptance for enrollment by an accredited school approved by the Board of Trustees.
3. Academic accomplishment and good attendance in high school.
4. Recommendation from the high school principal, guidance counselor or other school officer.
5. Acceptable school work must be attained by the student at his chosen school.

III APPLICATIONS

1. Applications shall be made on the form supplied by the Trustees and shall be sent to the Chairman of the Board.
2. Each application shall be accompanied by:
    a. high school transcript
    b. college transcript if the applicant is already in college
    c. statement by the student as to his educational goal and why he selected it.
    d. a budget itemizing all expenses for the school year or the school term for which assistance is requested.

The applicant must state how must of the total expense he and his family can provide; how much he will receive from loans and other grants and how much he is requesting from the tribe.

    e. a statement that he will make every effort to do satisfactory school work and that he will notify the Trustees of any changes which will affect his school status.
    f. students who have received grants in one year may reapply for the next year by letter of request plus the budget statement, and a transcript of acceptable school work for the previous year.
    g. applications of students wishing to complete high school will not fit into the above requirements. Since these will be



Abundant Life

few, the Trustees will determine on an individual basis the items required for application.

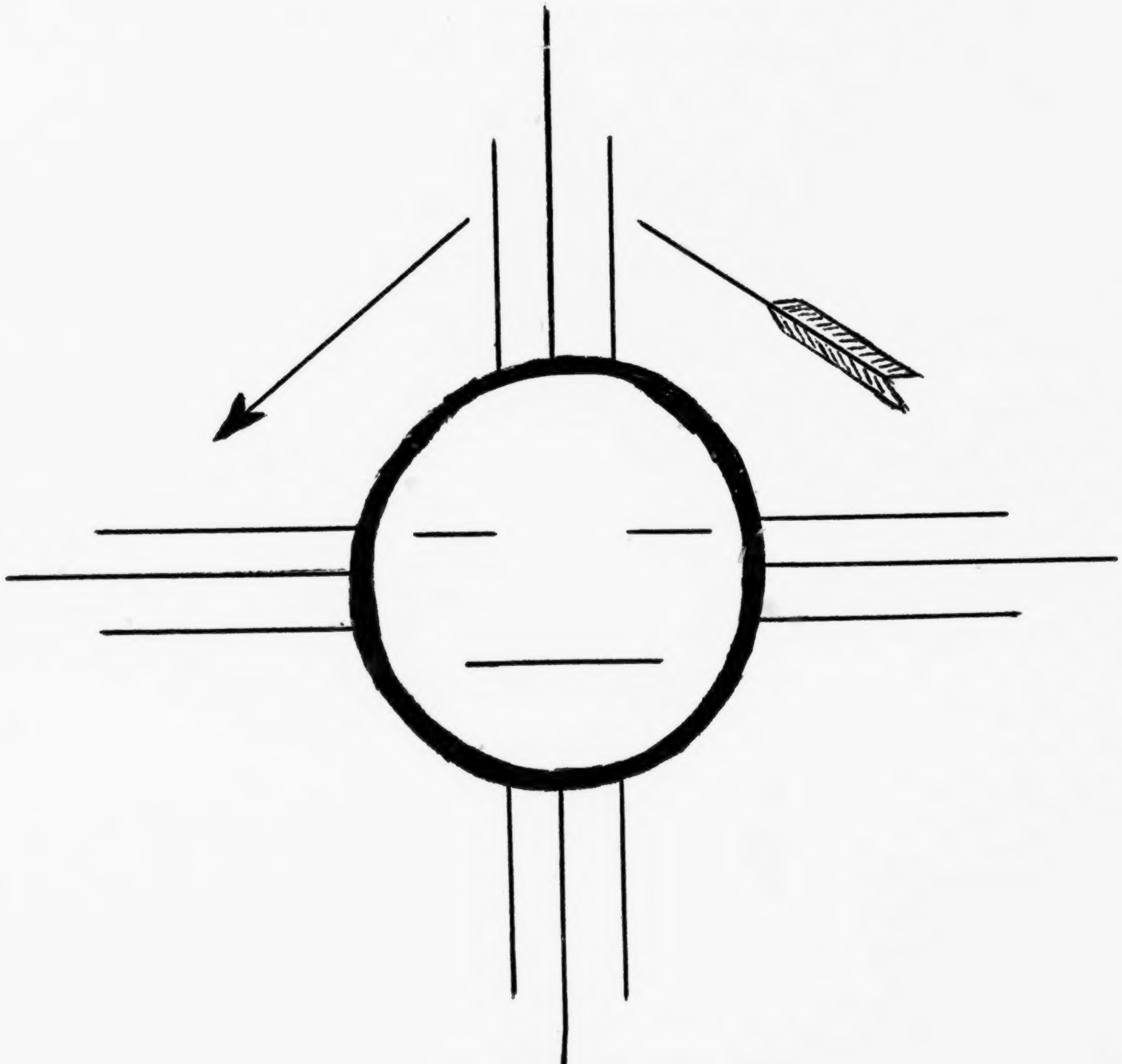
h. whenever possible, the applicant will be requested to attend a meeting of the Board of Trustees to discuss his application.

IV PAYMENT OF SCHOLARSHIP FUNDS

1. Payments of tuition and fees shall be made directly to the school. These items shall be paid by the quarter or semester, depending on which system the school operates.

2. Payments for books, room and board, and other expenses, at the beginning of each quarter or semester, will be placed at the school for the student's use.

3. Any exceptions will be considered at the discretion of the Board of Trustees.



Transfer Students:

A limitation of three (3) schools is placed on all students to which a student may transfer. Beyond this limit the student shall not be eligible for further financial aid except by the sole discretion of the Board of Trustees.

Terminated Students:

Students who are twice (2) terminated from school shall have to wait for a period of six (6) months before the student may again become eligible for further financial aid.

Room & Board

Those students who commute to college, in other words those who are living at home with parents or relatives, will not be eligible for room and board expenses. Costs for transportation will then be considered part of the fund allotted for personal expenses.

AWARD SCHEDULE - MARRIED STUDENTS - FULL TIME

Salary	Dependents (including spouse as well as children) 1	2	3	4
3000 or less	2500	2500	2500	2500
3500	2375	2500	2500	2500
4500	2250	2375	2500	2500
5500	2125	2250	2375	2500
6500	2000	2125	2250	2375
7500	1875	2000	2125	2250
8500	1750	1875	2000	2125
9500	1625	1750	1875	2000
10500	1500	1625	1750	1875
11500	1375	1500	1625	1750
12500	1250	1375	1500	1625
13500	1125	1250	1375	1500
14500	1000	1125	1250	1375
15500	875	1000	1125	1250
16500	750	875	1000	1125
17500	625	750	875	1000

If the major wage earner is not the student, and income is over $3000.00, no room and board is allowed, the student being considered the same as a single student living at home.

If the married student is working and income is over $3000, personal expenses of single student will be used in place of family allowance.

(Family Allowances)

Income ($3000-minimum - representing increase in living costs - since 1965)	Dependents (incl. spouse) (Monthly Allotment) 1	2	3	4
3000 or less	40	45	50	55
3500	39	44	49	54
4500	38	43	48	53
5500	37	42	47	52
6500	36	41	46	51
7500	35	40	45	50
8500	34	39	44	49
9500	33	38	43	48
10,500	32	37	42	47
11,000	31	36	41	46
11,500 or more	30	35	40	45

The differential in income would be based on an estimated current year income statement, rather than the previous years income tax. A copy of the previous years income statement however, is mandatory as basis upon which to make relevant considerations.

Income tax statement of current year to be filed following year.

Verifications of current income - from employer.

Married students to whom money is loaned should be expected to begin payments 6 months hence upon graduation or upon discontinuance of their education.

Adopted Single Student Award Schedule

Income before taxes	1 child	2 children	3 children
3000	2600	2600	2600
3500	2470	2600	2600
4500	2340	2470	2600
5500	2210	2340	2470
6500	2080	2210	2340
7500	1950	2080	2210
8500	1820	1950	2080
9500	1690	1820	1950
10500	1560	1690	1820
11500	1430	1560	1690
12500	1300	1430	1560
13500	1170	1300	1430
14500	1040	1170	1300
15500	910	1040	1170
16500	780	910	1040
17500	650	780	910